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ABSTRACT

This report contains the following information in regard to the Women's Educational Equity Act: a brief description of the original legislation and the pending legislation; comments on program development; analysis of applications received and funded in the 1978 fiscal year; analysis of three years of funding; identification of products to be disseminated; and summaries of grant and contract awards for the fiscal year. Data presented in the statistical summaries of program efforts for fiscal 1978 include an analysis of applications received and grants awarded in terms of distribution by HEW region, levels of education, type of applicant, major target groups, special population groups, type of grant activity, and special academic areas. Similar data are included in the three-year project review. The summary of grant and contract awards for the fiscal year reflects the Act's support of a broad range of activities that target areas of education which perpetuate sex bias, toward the purpose of providing educational equity for women. A list of publications developed under the Act's contracts is also included in this report. (Author/EB)

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ED163134

Women's Educational Equity Act

Compiled and Edited by
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Third Annual Report
September 30, 1978

UD018848

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Joseph A. Califano, Jr., *Secretary*
Mary F. Berry, *Assistant Secretary for Education*
Office of Education
Ernest L. Boyer, *Commissioner*

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

September 26, 1978

The President
The White House
Washington, D.C.

Dear Mr. President:

It is a great pleasure for me to transmit to you the Third Annual Report on the administration of the Women's Educational Equity Act of 1974.

The Act authorizes the support of a broad range of activities exposing sex bias in education and opening many avenues to provide educational equity for women.

In submitting the Third Annual Report, I wish to express the gratitude of the education community for your firm and continued advocacy of equal educational opportunity for women.

The U.S. Office of Education is privileged to be a part of this most important program.

Respectfully submitted,

Ernest L. Boyer
U.S. Commissioner
of Education

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

September 26, 1978

Honorable Walter F. Mondale
President of the Senate
Washington, D.C.

Dear Mr. President:

It is with great pleasure that I submit to you the Third Annual Report on the administration of the Women's Educational Equity Act of 1974.

The Act authorizes the support of a broad range of activities that target on every area of education that perpetuates sex bias, and thereby opens many avenues to carry out the purpose of providing educational equity for women.

The program emphasizes the importance of supporting diverse approaches to the achievement of educational equity for girls and women among various racial, ethnic, regional, age, socio-economic, and residential groups. The program also accentuates the availability of choices or options, so that educational programs can become truly equitable.

The U.S. Office of Education is privileged to be a part of this most important program. I wish to express my gratitude for your leadership and support for this legislation which you introduced in the Senate on October 2, 1973.

Respectfully submitted,

Ernest L. Boyer
U.S. Commissioner
of Education

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

September 26, 1978

Honorable Thomas P. O'Neill, Jr.
Speaker of the House of Representatives
Washington, D.C.

Dear Mr. Speaker:

It is a great pleasure for me to submit the Third Annual Report of the Women's Educational Equity Act prepared as part of the legislated mandate to transmit such a report to the President, the Congress, and the National Advisory Council on Women's Educational Programs.

The Act authorizes the support of a broad range of activities that target on every area of education that perpetuates sex bias, and thereby opens many avenues to carry out the purpose of providing educational equity for women.

The program emphasizes the importance of supporting diverse approaches to the achievement of educational equity for girls and women among various racial, ethnic, regional, age, socio-economic, and residential groups. The program also accentuates the availability of choices or options, so that educational programs can become truly equitable.

I am pleased to submit this Third Annual Report. On behalf of the boys and girls and men and women of the Nation, I wish to express my appreciation for the congressional support for educational equity for women.

Respectfully submitted,

Ernest L. Boyer
U.S. Commissioner
of Education

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

September 26, 1978

Dr. Marjorie Bell Chambers
Chair
National Advisory Council
on Women's Educational Programs
1832 M Street, N.W.
Washington, D.C. 20036

Dear Dr. Chambers:

It is with great pleasure that I transmit to the National Advisory Council on Women's Educational Programs the Third Annual Report on the administration of the Women's Educational Equity Act of 1974.

The report should facilitate the mandate of the Council to evaluate programs and products conducted under the auspices of the Act.

The U.S. Office of Education is privileged to be a part of this important program. We are most appreciative of the Council's advice and recommendations on the administration of the Act.

Cordially,

Ernest L. Boyer
U.S. Commissioner
of Education

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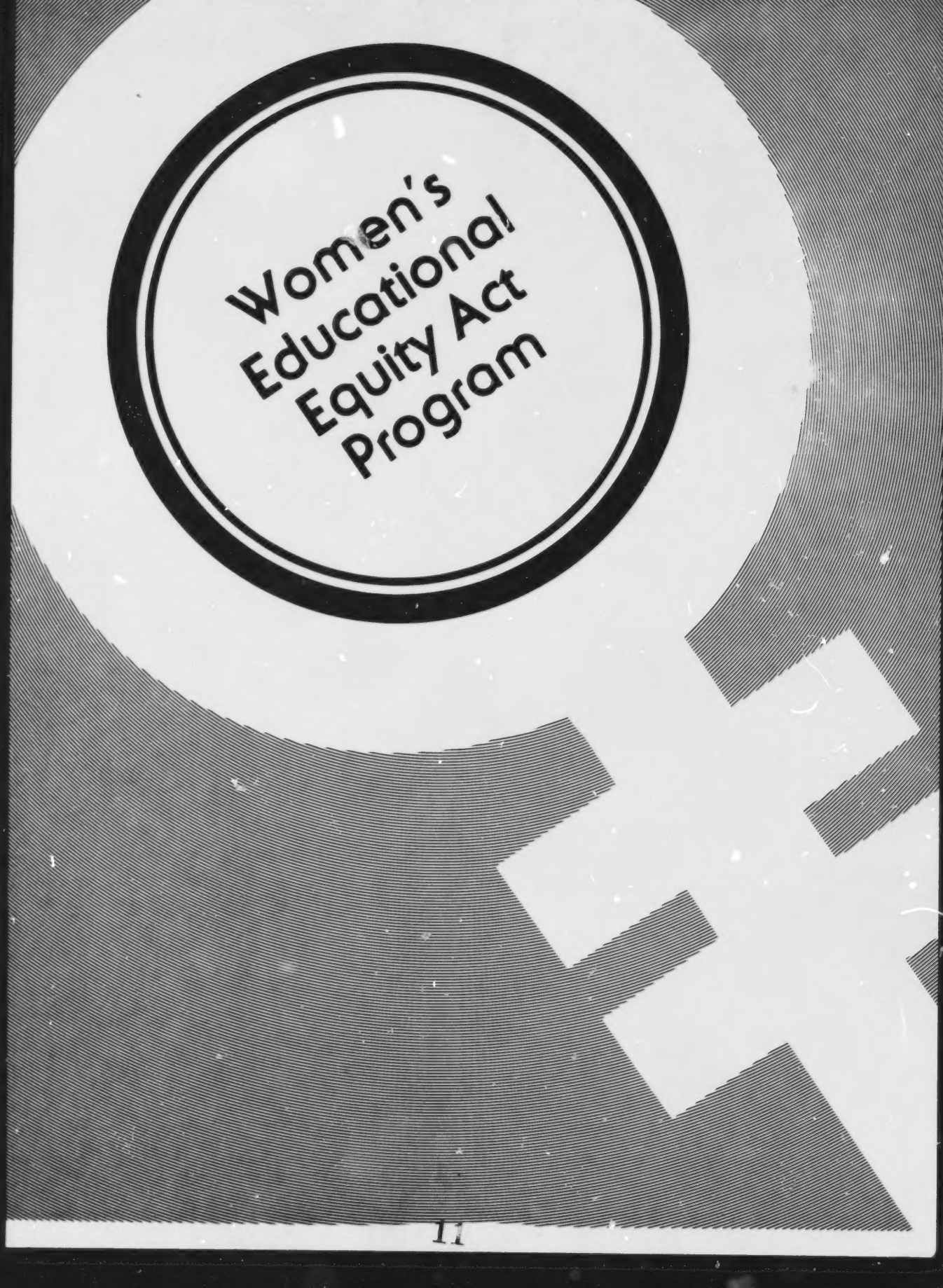
Women's
Educational
Equity Act
Program

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** A special thank you goes to Ms. Bell for her excellent typing of this report.

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

Introduction

The Women's Educational Equity Act Program (WEEAP) has completed the third year of awarding contracts and grants. Projects that were awarded grants in Fiscal Year 1976 either have completed the work or are beginning the last year of operation. This report contains the following information: a brief description of the original legislation and the pending legislation; comments on program development; analysis of applications received and funded in Fiscal Year 1978; analysis of the three years of funding; identification of products to be disseminated; and summaries of grant and contract awards for this fiscal year.

Legislation

The Women's Educational Equity Act (WEEA) was passed as part of the Special Projects Act of the Education Amendments of 1974, Public Law 93-380. The enactment of the legislation was the result of two bills: H.R. 208, introduced by former Congresswoman Patsy T. Mink on January 3, 1973 and a companion bill, S. 2518 introduced by Vice President Walter F. Mondale on October 2, 1973. The House of Representatives and the Senate conducted public hearings in the summer and fall of 1973.

The WEEA authorizes the support of an extremely broad range of activities that target on every area of education that perpetuates sex bias, and thereby opens many avenues to carry out the purpose of providing educational equity for women. The activities include: the development, evaluation, and dissemination of curricula, textbooks, and other educational materials; pre-service and in-service training for educational personnel, including guidance and counseling personnel; research, development, and other educational activities designed to advance educational equity; guidance and counseling activities, including the development of tests which are nondiscriminatory on the basis of sex; educational activities to increase opportunities for adult women, including continuing educational activities and programs for underemployed and unemployed women; and the expansion and improvement of educational programs and activities for women in vocational education, career education, physical education, and educational administration.

Finally the WEEA authorizes the Commissioner to award small grants, not to exceed $15,000, for innovative approaches to the achievement of educational equity for women. Public agencies, private nonprofit organizations, and individuals are eligible to apply for contracts and grants to carry out these authorized activities.

The National Advisory Council on Women's Educational Programs was created by this legislation. Seventeen members are appointed by the President with the advice and consent of the Senate. They are broadly representative of the general public and are conversant with issues involving the role and status of women in American society. Three additional members are specified in the law: the Chair of the Civil Rights Commission; the Director of the Women's Action Program, Department of Health, Education, and Welfare (HEW); and the Director of the Women's Bureau, Department of Labor.

The Women's Educational Equity Act of 1974 expires in 1978. The proposed reathorization contains some changes that can have a far greater impact on educational equity than the original "Act". Whereas the original "Act" carried a $30 million authorization, the proposed "Act" carries an $80 million authorization. The original was wide-open in terms of funding approaches, specified six broad types of activities that could be supported and called for a program of small grants of $15,000 to support innovative approaches to educational equity. The new "Act" introduces a two-part approach to funding. Part One continues the funding of developmental, demonstration, and dissemination activities within the same areas as the original "Act" and adds Title IX, Public Law 92-318, Prohibition of Sex Discrimination as an authorized activity. This part continues the present developmental thrust of the program to support projects of national, statewide, and general significance, and increases the small grant program to $25,000. Part Two, a totally new authority, requires that once the appropriation exceeds $15 million all funds in excess of that amount will be spent for the establishment and support of educational equity activities at local levels with particular reference to Title IX compliance. Seventy-five percent of the funds over $15 million must be awarded to local education agencies.

Depending on the amount of the appropriation for Part Two, this legislation could serve a real need by supporting local efforts to comply fully with Title IX and to provide genuine educational equity for both sexes.

Program Operation

Over the past three years the Women's Educational Equity Act Program has awarded 220 single or multiyear grants and 17 single or multiyear contracts for a total of $21,625,000. The overriding concern of the grant program has been to satisfy an immediate demand by developing educational equity materials and model programs that could be adopted by large numbers of agencies, institutions, and individuals. The contract efforts have been directed first toward the meeting of national needs--through the Title IX Equity Workshops Project; the Women's Educational Equity Communications Network; the Women's Educational Equity Proposal Writing Workshops; the Audiovisual Materials Related to Women's Educational Equity; the Dissemination Center for the Women's Educational Equity Act program; and second, toward the meeting of program needs--through the Project Coordination; and the Evaluation contract. The 1977-78 contract program is graphically displayed on page 71. An examination of the tables that summarizes the three-year program on pages 22 to 31 inclusive provides an overview of the range of educational equity activities supported to date. Products from first year grant activities that are now available or will be available soon are identified on pages 79 to 87 inclusive. Publications that have been developed or are soon to be completed are located on pages 88 to 93 inclusive.

As in the past, the program emphasizes the importance of supporting diverse approaches to the achievement of educational equity for girls and women among various racial, ethnic, regional, age, socioeconomic, and residential groups. Programs and materials to provide educational equity will not be the same for girls and women throughout the country, and attention must be given in all projects to a clear definition of applicable target populations. The achievement of equity does not imply the development of a new stereotype for women, nor for men. Rather, the program emphasizes the availability of choices or options, so that educational programs can become truly equitable.

Application Review and Grant Award Processes

All applications are reviewed according to the "Discretionary Grant Program Review and Administrative Procedures," of the HEW Grant Administration Manual.

Each application is reviewed by a panel of three readers, one government and two nongovernment. Readers are selected on the basis of pre-established criteria that reflect such concerns as: knowledge and experience in the area of women's educational equity, and in the substantive areas identified in the Women's Educational Equity Act, as well as geographic diversity, representation of all levels of education, and the composition of the general population in terms of sex, race, and ethnicity.

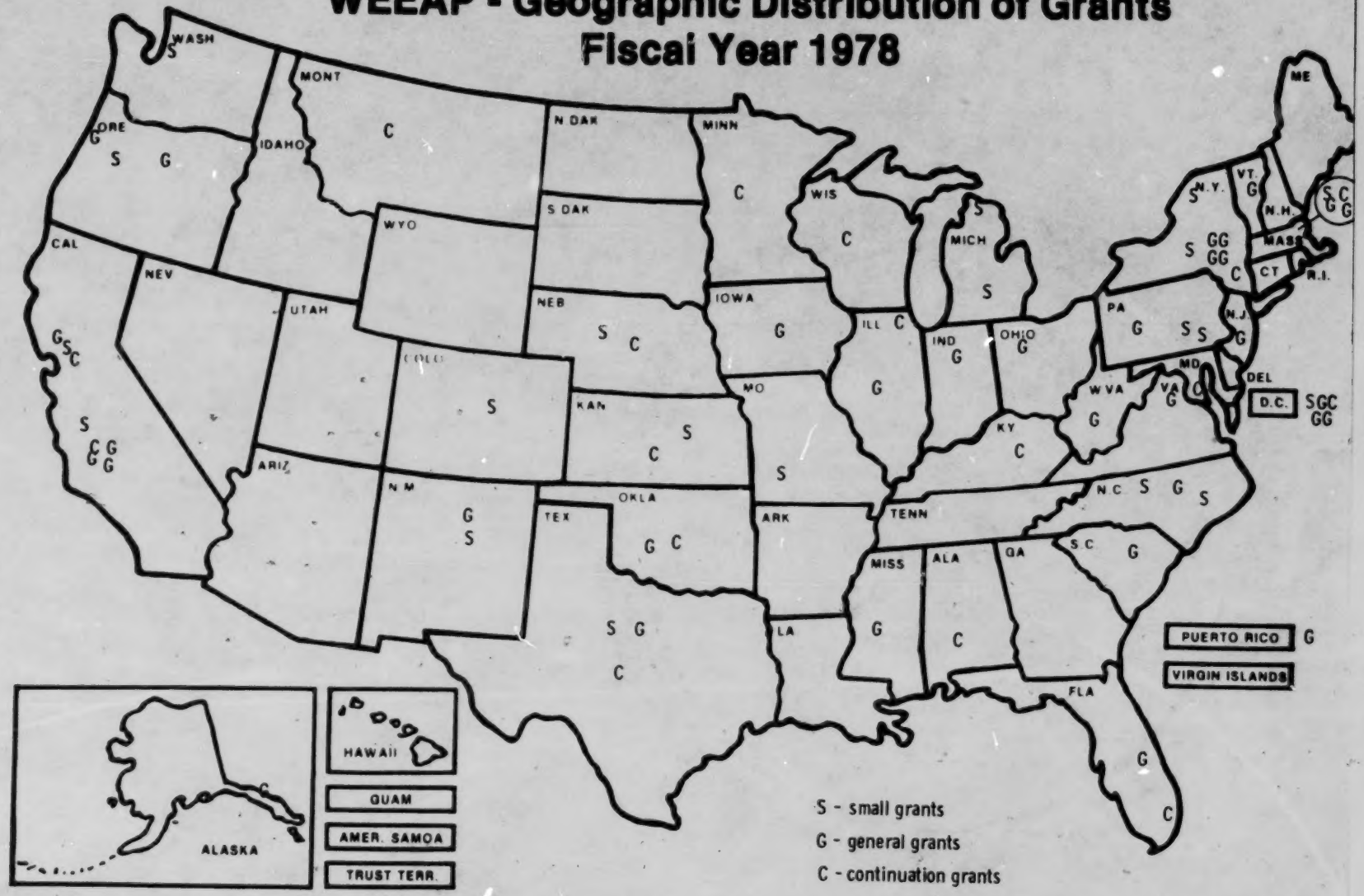
The panels rate each application on the criteria that are contained in the WEEAP regulations (CFR 45 160f, June 28, 1977). When the review has been completed the Women's Program Staff rank orders all applications and, based on the availability of funds, develops a first list of potential awards. At this point in the process, factors other than the reviewers' ratings enter into the award decisions.

These decisions are based on the following additional considerations that are contained in the regulation (§160f.9): the projects collectively must be representative of all levels of education and must reflect the diversity of needs and concerns in educational equity for women; a variety of strategies for addressing the needs; a variety of delivery systems; and demographic diversity. A last factor that contributes to the final list of applications recommended for awards is the statutory provision that approved programs and projects reflect an appropriate geographic distribution throughout the Nation (§160f.10(a)(4)).

The following sections of this report provide information regarding characteristics of applications and funded projects, descriptions of projects funded in this fiscal year, available products developed by fiscal year 1976 projects, and a list of publications developed by various contracts.

WEEAP
Project Analysis

WEEAP - Geographic Distribution of Grants
Fiscal Year 1978



WEEAP PROJECT ANALYSIS
FISCAL YEAR 1978

Statistical summaries are presented in this report to highlight program efforts for Fiscal Year 1978. Data include an analysis of applications received and grants awarded in terms of the following factors: distribution by HEW region of number and amount, level of education, type of applicant, major target groups, special population groups, type of grant activity, and special academic areas.

A total of 101 applications for small grants and 397 applications for general and continuation grants were received in Fiscal Year 1978. Of these 20 small grants and 50 general and continuation grants were awarded. Small grant funding requests totaled $1,400,714 of which $288,585 were awarded. General and continuation funding requests totaled $37,998,206 of which $4,985,950 were awarded.

Dollar figures are not totally accurate since negotiations were in process at the time this report was prepared for publication. All percentages have been rounded and therefore totals do not always equal 100 percent. This applies to all tables in this report.

TABLE I DISTRIBUTION OF SMALL APPLICATIONS RECEIVED AND GRANTS AWARDED BY HEW REGION

Fiscal Year 1978

HEW Region	Applications No.	%	Awards No.	%	Amount Requested	Amount Awarded
I	10	10	1	5	$134,982	$13,246
II	16	16	2	10	216,107	29,998
III	10	10	3	15	123,570	37,860
IV	10	10	2	10	155,192	29,436
V	12	12	2	10	152,246	29,602
VI	7	7	2	10	96,122	29,994
VII	8	8	3	15	114,009	44,861
VIII	4	4	1	5	56,867	14,527
IX	19	19	2	10	280,944	29,845
X	5	5	2	10	70,675	29,166
TOTAL	101	101%	20	100%	$1,400,714	$288,585

Table I shows the regional distribution of small grants by number of applications, number of grants awarded, dollar amount requested, and dollar amount received. Region IX accounted for the highest number of applications with 19, followed by Region II with 16, and Region V with 12. Regions III and VII received the most awards with 3 each.

TABLE II DISTRIBUTION OF GENERAL AND CONTINUATION APPLICATIONS RECEIVED AND GRANTS AWARDED BY HEW REGION

Fiscal Year 1978

HEW Region	Applications No.	%	Grants No.	%	Amount Requested	Amount Awarded
I	35	9	4	8	$3,186,675	$477,650
II	72	18	7	14	7,233,351	585,703
III	55	14	8	16	5,809,671	695,220
IV	51	13	7	13	4,167,540	532,815
V	64	16	6	12	7,236,939	762,314
VI	28	7	5	10	3,196,116	415,600
VII	16	4	3	6	1,341,644	319,005
VIII	21	5	1	2	1,653,936	190,685
IX	41	10	6	12	4,225,448	643,941
X	14	4	3	6	1,434,926	363,017
TOTAL	397	100%	50	99%	$37,998,206	$4,985,950

Table II shows the regional distribution of the number of applications, the number of grants awarded, the dollar amount requested, and the dollar amount received, for general and continuation grants. Region II accounted for the most applications with 72, followed by Region V with 64 and Region III with 55. Region III received the most awards with 8 followed by Region II and IV with 7 each.

TABLE III DISTRIBUTION BY LEVEL OF EDUCATION
SMALL GRANTS, GENERAL AND CONTINUATION GRANTS

Fiscal Year 1978

Level of Education	Small Grants	General and Continuation Grants	TOTAL
Preschool	1	3	4
Elementary	1	8	9
Secondary	4	13	17
Elementary/Secondary	3	4	7
Postsecondary	7	17	24
Adult	6	17	23

Table III shows the diversity of new small grants and new general and continuation grants by level of education. Approximately 44 percent of the total number of project activities are designed for use at the preschool through secondary levels. The remaining 56 percent is evenly divided between the postsecondary (28 %) and the adult (27 %) levels. Awards are counted more than once when projects focus on more than one level.

TABLE IV DISTRIBUTION BY TYPE OF APPLICANT
SMALL GRANTS, GENERAL AND CONTINUATION GRANTS

Fiscal Year 1978

Type of Applicant	Small Grants	General and Continuation Grants	TOTAL
Local Education Agencies	2	8	10
State Education Agencies	-	2	2
Community Colleges	2	1	3
Postsecondary Institutions	5	23	28
Individuals	8	-	8
Women's Nonprofit Organizations	1	7	8
Other Nonprofit Organizations	2	9	11
TOTAL AWARDS	20	50	70

Table IV shows the diversity of small grants and general and continuation grants awarded by type of applicant. The largest single group of recipients is postsecondary institutions with 28 grants, or 38 percent of the total. Nonprofit organizations, including women's nonprofit organizations, received 19 grants or 27 percent of the total. Ten of the remaining 23 grants went to local education agencies, and eight small grants were awarded to individuals. Two small grants were awarded to community colleges and one continuation grant was awarded to a State education agency.

TABLE V DISTRIBUTION BY TARGET GROUPS
SMALL GRANTS, GENERAL AND CONTINUATION GRANTS

Fiscal Year 1978

Target Groups	Small Grants	General and Continuation Grants	TOTAL
Students	11	25	36
Teachers	12	20	32
Administrators	4	14	18
Counselors	5	6	11
Women's Groups	-	10	10
Community Groups	1	14	15
Parents	1	9	10
Other	5	7	12

Table V clusters project activities around major target groups. About 67 percent of the activities will benefit students, teachers, administrators, and counselors in an educational setting. The remaining 33 percent is evenly distributed among women's groups, community groups, parents, and other groups. Awards are counted more than once where projects focused on more than one target group.

TABLE VI DISTRIBUTION BY SPECIAL POPULATION GROUPS
SMALL GRANTS, GENERAL AND CONTINUATION GRANTS

Fiscal Year 1978

Special Population Groups	Small Grants	General and Continuation Grants	TOTAL
American Indian/ Alaskan Native	2	4	6
Asian & Pacific American	-	2	2
Black	2	7	9
Hispanic	3	6	9
Minorities in General	1	11	12
Rural	5	17	22
Urban	5	12	17
Low Income	1	10	11
Other	3	4	7

The numbers in Table VI represent project activities which are designed in part or in their entirety for special population groups as they are identified by grantees. A number of projects were designed to meet the needs of rural women. There were nearly as many for urban women. Activities were almost evenly distributed over the remaining special population groups with the exception of Asian and Pacific Americans whose needs are addressed specifically by only two projects. Awards are counted more than once when projects focused on more than one special population group.

TABLE VII DISTRIBUTION BY TYPE OF ACTIVITY
SMALL GRANTS, GENERAL AND CONTINUATION GRANTS

Fiscal Year 1978

Type of Activity	Small Grants	General and Continuation Grants	TOTAL
Adult Education	4	3	7
Career Education	6	10	16
Counseling & Guidance	2	9	11
Curricula/Textbooks/ Educational Materials	11	29	40
Educational Administration	-	6	6
Physical Education/Sports	-	3	3
Pre-service/In-service Training	5	7	12
Research & Development	4	7	11
Unemployed/Underemployed	2	6	8
Vocational/Technical Education	4	1	5

Diversity pf projects by type of activity is shown by Table VII. Nearly 34 percent of the activities are to develop curriculum, textbooks, or other educational materials. Almost 18 percent are in the areas of career education, vocational education, or technical education. There are a number of projects in counseling and guidance as well as research and development. There are also projects for educational administrators and unemployed persons. The fewest number of projects are in the area of physical education and sports. Awards are counted more than once when projects focused on more than one activity.

TABLE VIII DISTRIBUTION BY SPECIAL ACADEMIC AREA
SMALL GRANTS, GENERAL AND CONTINUATION GRANTS

Fiscal Year 1978

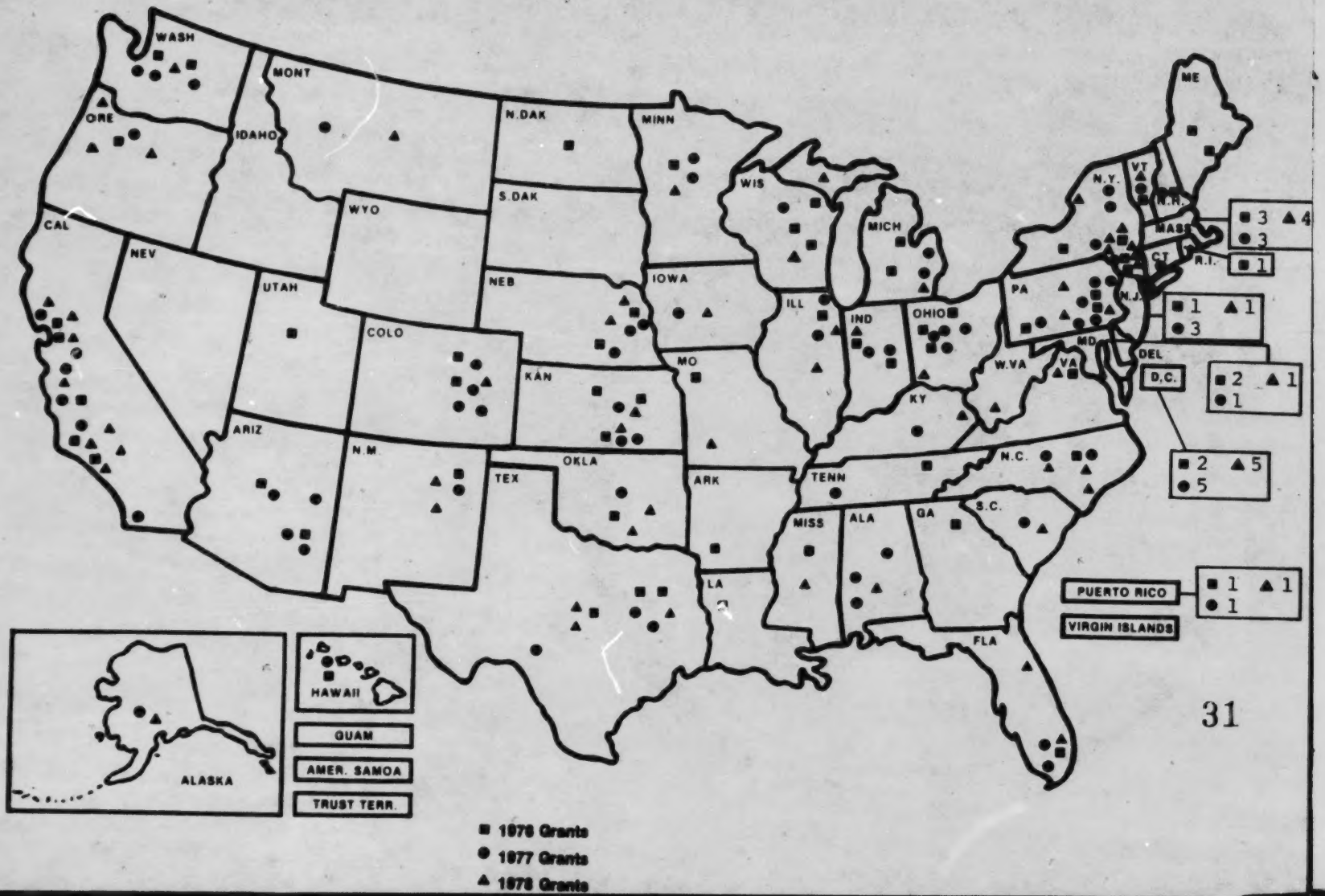
Special Academic Areas	Small Grants	General and Continuation Grants	TOTAL
Math/Science/Engineering	1	3	4
Social Science	1	3	4
Art	-	1	1
Linguistics	-	1	1
Business	2	3	5
Politics	-	2	2

Some projects addressed specific academic areas such as mathematics, science, and so forth. They are shown in Table VIII.

Not shown in Table VIII are projects in other areas of interest. They include two general and continuation grants and one small grant which are developing bilingual curricula, one general grant addressing the needs of the mentally handicapped and emotionally disturbed; three grants aimed at educational leadership; and, one which targets secretaries.

Three-Year Project Review

WEEAP - Geographic Distribution of Grants
Fiscal Years 1976, 1977, 1978



THREE-YEAR PROJECT REVIEW
FISCAL YEARS 1976 - 1977 - 1978

As the Women's Educational Equity Act Program enters its fourth year, short summaries of the accomplishments of the past three years are provided. Data includes an analysis of small grants and general and continuation grants in terms of regional distribution, grants awarded, type of applicant, level of education, type of activity and special population groups. A total of 152 general and continuation grants and 68 small grants were awarded over the past three years. The average size general grant was $96,305 while small grants averaged $14,075.

Dollar figures are not totally accurate since negotiations were in process at the time this report was prepared for publication. All percentages have been rounded and therefore totals do not always equal 100 percent. This applies to all tables in this report.

TABLE IX DISTRIBUTION OF SMALL GRANTS BY FISCAL YEAR AND HEW REGION

	1976	1977	1978	TOTAL
HEW Region	Number Awarded $Amount	Number Awarded $Amount	Number Awarded $Amount	Awarded $Amount
I	2 awards $28,832	2 awards $29,882	1 award $13,246	5 awards $71,960
II	2 awards $27,196	2 awards $19,085	2 awards $29,998	6 awards $76,279
III	2 awards $28,984	2 awards $29,547	3 awards $37,860	7 awards $96,439
IV	0 $0	4 awards $58,560	2 awards $29,436	7 awards $87,996
V	3 awards $40,002	5 awards $65,202	2 awards $29,602	10 awards $134,826
VI	3 awards $44,996	1 award $14,996	2 awards $29,994	6 awards $89,986
VII	3 awards $44,987	3 awards $34,879	3 awards $44,861	9 awards $124,727
VIII	2 awards $29,979	2 awards $30,000	1 award $14,527	5 awards $74,506
IX	3 awards $42,110	4 awards $58,800	2 awards $29,895	9 awards $130,895
X	1 award $14,827	2 awards $25,523	2 awards $29,166	5 awards $69,516
TOTAL	21 awards $301,933	27 awards $366,534	20 awards $288,585	68 awards $957,127
AVERAGE AWARD	$14,377	$13,575	$14,429	$14,075

Table IX shows the regional distribution of small grants by year and number and size of award, as well as the average award per year. Region V received the largest number of awards with 10, followed by Regions VII and IX with 9 each.

TABLE X DISTRIBUTION BY LEVEL OF EDUCATION SMALL GRANTS BY FISCAL YEAR

Level of Education	Number of Grant Awards 1976	1977	1978	TOTAL
Preschool	-	2	1	3
Elementary	3	2	1	6
Secondary	4	6	4	14
Elementary/Secondary	5	3	3	11
Postsecondary	6	5	7	18
Adult/Continuing	1	5	6	12
Other	1	4	-	5

Table X shows small grant awards by level of education. Postsecondary received the most emphasis with 18 awards, followed by secondary with 14 and adult/continuing with 12. Awards are counted more than once when projects focus on more than one level of education.

TABLE XI DISTRIBUTION BY TYPE OF APPLICANT SMALL GRANTS BY FISCAL YEAR

Type of Applicant	Number of Grant Awards 1976	1977	1978	TOTAL	% of TOTAL
Local Education Agencies	4	6	2	12	18
State Education Agencies	0	1	0	1	1
Community Colleges	1	1	2	4	6
Postsecondary Institutions	12	8	5	25	36
Individuals	2	6	8	16	24
Women's Nonprofit Organizations	2	2	1	5	7
Other Nonprofit Organizations	0	3	2	5	7
TOTAL	21	27	20	68	99

Table XI shows the number of small grants by the type of applicant. Postsecondary institutions were the largest recipients with 36 percent followed by individuals with 24 percent and local education agencies with 18 percent. The lowest number of small grant awards went to state education agencies with 1 award.

TABLE XII DISTRIBUTION BY SPECIAL POPULATION GROUPS SMALL GRANTS BY FISCAL YEAR

Special Population Groups	Number of Grant Awards 1976	1977	1978	TOTAL
American Indian/Alaskan Native	-	-	2	2
Asian & Pacific American	-	-	-	-
Black	2	1	2	5
Hispanic	1	1	3	5
Minorities in General	2	3	1	6
Rural	-	-	5	5
Urban	-	-	5	5
Other	1	2	4	7
TOTAL	6	7	22	35

Table XII shows small grant awards by special population groups. Minorities in General received six awards followed by Black, Hispanic, as well as rural, and urban, with 5 each. Awards are counted more than once when projects focus on more than one special population group.

TABLE XIII DISTRIBUTION BY TYPE OF ACTIVITY SMALL GRANTS BY FISCAL YEAR

Type of Activity	Number of Grant Awards 1976	1977	1978	TOTAL
Adult Education	-	9	4	13
Career Education	8	-	6	14
Counseling & Guidance	3	13	2	18
Curricula/Textbooks/ Education Materials	1	22	11	34
Education Administration	-	-	-	-
Physical Education/Sports	1	-	-	1
Pre-service/In-service Training	2	20	5	27
Research & Development	4	3	4	11
Underemployed/Unemployed Women	-	-	2	2
Vocational/Technical Education	-	9	4	13
Other	1	-	-	1
TOTAL	20	76	38	134

Table XIII shows small grant awards by type of project activity. Curricula materials were the highest with 34, followed by pre-service/in-service training with 27, and counseling and guidance with 18. Awards are counted more than once when projects focus on more than one type of activity.

TABLE XIV DISTRIBUTION OF GENERAL AND CONTINUATION GRANTS BY FISCAL YEAR AND HEW REGION

HEW Region	1976 Number Awarded $Amount	1977 Number Awarded $Amount	1978 Number Awarded $Amount	TOTAL Awarded $Amount
I	6 awards $631,697	4 awards $452,815	4 awards $478,575	14 awards $1,563,087
II	4 awards $427,268	7 awards $616,173	7 awards $586,778	18 awards $1,630,219
III	6 awards $547,337	10 awards $886,311	8 awards $689,519	24 awards $2,123,167
IV	5 awards $503,513	6 awards $487,077	7 awards $532,315	18 awards $1,522,905
V	9 awards $782,304	8 awards $876,022	6 awards $780,047	23 awards $2,438,373
VI	4 awards $427,423	4 awards $392,815	5 awards $409,415	13 awards $1,229,653
VII	3 awards $229,301	4 awards $399,059	3 awards $319,391	10 awards $947,751
VIII	2 awards $225,115	3 awards $260,249	1 award $183,453	6 awards $668,817
IX	5 awards $363,155	7 awards $623,499	6 awards $643,941	18 awards $1,630,595
X	2 awards $213,376	3 awards $304,856	3 awards $363,017	8 awards $881,249
TOTAL	46 awards $4,350,489	56 awards $5,298,876	50 awards $4,985,950	152 awards $14,635,315
AVERAGE AWARD	$94,575	$94,622	$99,719	$96,305

Table XIV shows the regional distribution of general and continuation grants by year and number and size of award, as well as the average award per year. Regions III received the most awards with 24, followed by Region V with 23.

TABLE XV DISTRIBUTION BY LEVEL OF EDUCATION GENERAL AND CONTINUATION GRANTS BY FISCAL YEAR

Level of Education	Number of Grants Awarded 1976	1977	1978	TOTAL
Preschool	2	5	3	10
Elementary	5	13	8	26
Secondary	7	14	13	34
Elementary/Secondary	16	7	4	27
Postsecondary	15	17	17	49
Adult/Continuing	7	5	17	29
Other	-	2	-	2
TOTAL	52	63	62	177

Table XV shows the number of awards by the level of education that the projects primarily focused on. Postsecondary level received the most awards with 49, followed by secondary with 34 and adult/continuing with 29. Awards are counted more than once when they focus on more than one level of education.

TABLE XVI DISTRIBUTION BY TYPE OF APPLICANT: GENERAL AND CONTINUATION GRANTS BY FISCAL YEAR

Type of Applicant	Number of Grant Awards 1976	1977	1978	TOTAL	% of TOTAL
Local Education Agencies	9	7	1	24	16
State Education Agencies	4	3	2	9	5
Community Colleges	1	2	1	4	3
Postsecondary Institutions	21	22	23	66	43
Individuals	1	0	0	1	1
Women's Nonprofit Organizations	4	12	7	23	11
Other Nonprofit Organizations	6	10	9	25	22
TOTAL	46	56	50	152	101%

Table XVI shows the distribution of general and continuation grants by number of awards and type of applicant. Postsecondary institutions accounted for the largest share of awards with 43 percent, followed by non-profit organizations with 33 percent and state and local education agencies with 21 percent. Individuals and community colleges received the lowest number of general awards.

TABLE XVII DISTRIBUTION BY SPECIAL POPULATION GROUPS GENERAL AND CONTINUATION GRANTS BY FISCAL YEAR

Special Population Groups	Number of Grant Awards 1976	1977	1978	TOTAL
American Indian/Alaskan Native	1	10	4	15
Asian & Pacific American	1	5	2	8
Black	1	14	7	22
Hispanic	3	13	6	22
Minorities in General	1	16	11	28
Rural	3	7	17	27
Urban	-	11	12	23
Other	2	11	14	27
TOTAL	12	87	73	172

Table XVII shows the number of awards by special population groups. The category "Other" includes low income, offenders, teenage parents, and so forth. Awards are counted more than once when they focus on more than one special population group.

TABLE XVIII DISTRIBUTION BY TYPE OF ACTIVITY: GENERAL AND CONTINUATION GRANTS BY FISCAL YEAR

Type of Activity	Number of Grant Awards 1976	1977	1978	TOTAL
Adult Education	-	5	3	8
Career Education	13	8	8	29
Counseling & Guidance	6	14	6	26
Curricula/Textbooks/ Education Materials	6	23	25	54
Education Administration	5	8	6	19
Physical Education/Sports	1	5	4	10
Pre-service/In-service Training	10	12	16	38
Research & Development	4	4	4	12
Underemployed/Unemployed Women	-	6	10	16
Vocational/Technical Education	1	1	3	5

Table XVIII shows the number of awards by the type of activity the project was directed toward. Some awards were for multi-activity projects. Fifty-four awards went for curricula/textbooks/educational materials; 38 awards for pre-service/in-service training; 29 for career education, and 26 for counseling and guidance. Awards are counted more than once when they focus on more than one type of activity.

Additional information about projects will be found in the project summaries which follow.

Project Summaries

HANDBOOK FOR ELIMINATING SEX ROLE STEREOTYPING CHILDREN'S EDUCATIONAL TV

Ms. Donna Lloyd-Kolkin
1352 American Way
Menlo Park, California 94025

Amount : 14,900
Duration : One Year
Director : Ms. Donna Lloyd-Kolkin
Phone : (415) 321-2100

To develop a handbook on sex role stereotyping for instructional (ITV) and public (PTV) television producers to encourage them to eliminate sex role stereotyping in educational children's television programs broadcast to classrooms and to home audiences. Products will be a handbook on sex role stereotyping for producers, an annotated bibliography and two workshops.

INFANT FAMILY DAY CARE TRAINING TO PROVIDE COMPREHENSIVE MANUAL

Los Angeles Mission College
1101 San Fernando Road
San Fernando, California 91340

Amount : $14,995
Duration : One Year
Director : Ms. Doris McClain
Phone : (213) 365-8271

To develop and validate materials in a model program for training unemployed adults to provide high quality day care in their homes. Proposed model should be easily replicable where there is a need for infant day care, and a community college or similar institution could provide training based on materials developed. Product will be a comprehensive manual.

SEX DESEGREGATION TECHNIQUES STRATEGIES COMPENDIUM

Ms. Sharon L. Menard
Awareness Associates
2348 North 107 Street
Lafayette, Colorado 80026

Amount : $14,527
Duration : One Year
Director : Ms. Sharon L. Menard
Phone : (303) 665-5240

To provide educators (K-12) with access to many diverse techniques and strategies to eliminate sex role discrimination and sex role stereotyping which have been tested in various geographic locations in the United States. A compendium of activities and products of sex desegregation institutes funded under Title IV of the U.S. Civil Rights Act will be written.

INTRODUCTORY COLLEGE GEOGRAPHY SUPPLEMENTAL MODULE APPROACH

Association of American Geographers
1710 16th Street, N.W.
Washington, District of Columbia 20009

Amount : $14,963
Duration : One Year
Director : Ms. Arlene C. Rengert
Phone : (215) 726-4154

To develop and evaluate a set of teaching and learning packets for use as a supplementary module in introductory college human geography courses. The objective of the module is to reduce sex role stereotyping and socialization fostered by standard social science curricula.

INSTRUCTIONAL MODULE TO AID IN TEACHING A NONSEXIST COURSE

Wichita Public Schools
428 South Broadway
Wichita, Kansas 67202

Amount : $15,000
Duration : One Year
Director : Mr. Clarence W. Horn
Phone : (316) 267-8283

To develop and validate a module to help teachers and students use currently adopted curricular materials which are sexist in nature. The module will be validated by the project staff in all of the 17 junior high schools in Wichita. The product will be a teacher guide and student activities module.

SEX FAIR EDUCATION TEAM ACTION APPROACH

Framingham Public Schools
Pluralistic Education
140 Pearl Street
Framingham, Massachusetts 01701

Amount : $13,246
Duration : One Year
Director : Ms. Ellen Cunniff
Phone : (617) 872-6135

To develop a training model for school administrators, guidance counselors, and teachers in public schools. The model will use a team approach to effectively eliminate sex-bias in schools. Self-awareness activities will be conducted for teams of adults who, in turn, will conduct activities for students. After training, educators will have a resource of information for producing awareness in students and insight into their own biases and its effect on others. Adult team members will use their awareness to identify an issue of discrimination and plan a solution to it. The school teams will combine the efforts of an administrator, a teacher, a guidance counselor, and a parent. Products will consist of: 1) the model of the team approach for action and the training process; 2) an administrator's handbook, and 3) a teacher's manual of activities and a student's workbook.

RECRUIT AND PREPARE ADULT HIGH SCHOOL GRADUATES FOR HIGHER EDUCATION REENTRY

University of Michgan
Women's Center
4901 Evergreen Road
Dearborn, Michigan 48128

Amount : $14,806
Duration : One Year
Director : Ms. Elizabeth Kaufman
Phone : (313) 271-2300

To develop a six-week program to prepare potential adult students for college. Reentry to Education purposes are to recruit an ethnically and racially representative sample of 30 potential returning students of all ages from the metropolitan Detroit area and enroll them in a six-week, 65-hour summer program at the University of Michigan-Dearborn. The model involves development and assessment of curriculum materials in two areas: for returning women students, mathematics review with emphasis on overcoming "math anxiety" and communication skills and assessing and attempting to meet the needs of such a population for support service to maximize opportunities for success. Such service will include educational, career and personal counseling; financial aid; child care; and development of peer group support.

MULTI MEDIA MANAGEMENT MODEL FOR WOMEN (M^4 WOMEN)

Dr. Marilyn E. Harris
806 Metropolitan Building
Flint, Michigan 48502

Amount : $14,796
Duration : One Year
Director : Dr. Marilyn E. Harris
Phone : (313) 233-5021

To develop a completely packaged model program explicity for girls and women including video and audiotapes and all instructional materials to conduct classes on management of self, management of others and management of systems, and which deals with the socialization issues and blocks created for women in the socialization practices of different ethnic, economic, and geographical status of our society. M^4 is based on several year's experience and use of the materials with several different populations and is geared to males as well as females providing opportunities for developing the management skills and participation results in a signficiantly improved self image and increased self-motivational energy to be assertive and responsibility taking in each individual's own life management and success.

CAREER ASPIRATIONS STUDY AT JUNIOR/SENIOR HIGH

University of Missouri
Department of Social Science,
Psychology Section
Rolla, Missouri 65401

Amount : $14,900
Duration : One Year
Director : Dr. David J. Ruhland
Phone : (314) 341-4813

To conduct a study which will look at career attitudes among women at the beginning of junior high school (seventh grade) when decisions on what courses to take determine future options and at the end of senior high school (12th grade) when the realities of career choices are likely to be highly salient. One particular aspect of the work is the investigation of the career goals of non-college bound females.

NONSEXIST TRAINING MODULES FOR COLLEGE COURSE MODIFICATIONS AND REVISION

Dr. Twila Christensen-Liggett
835 South 31 Street
Lincoln, Nebraska 68510

Amount : $14,961
Duration : One Year
Director : Dr. Twila Christensen-Liggett
Phones : (402) 435-4720
(402) 471-2039

To develop and validate short modules for postsecondary educators interested in implementing sex role stereotyping and biased career development intervention strategies. Six modules will be designed as self-contained, three-hour presentations. Each will be flexible enough to be modified for use in shorter class periods according to facilitator needs. The purpose of these modules is to examine sex role stereotyping particularily as it relates to career development and choice. Three preliminary module topics include:

Self Awareness and Exploration; the Psychological and Sociological Process of Career Development; and Career Development and Women in the World of Work. Other module topics will deal with affirmative action; Title IX and a summary module. All six instructional modules will contain the necessary support materials which will be adapted from the CECO Projects (Counselors Expanding Career Options) as well as other sources. The final product will be an adjunct t The Whole Person Book, an earlier guide for secondary educators developed by CECO for a project funded under the WEEA in 1976.

MULTICULTURAL SEX ROLE DEVELOPMENT FOR TEACHERS/PARENTS/RESEARCHERS

Dr. Candace Schau
12812 Hugh Graham Road, N.E.
Albuquerque, New Mexico 87111

Amount : $14,994
Duration : One Year
Director : Dr. Candace Schau
Phone : (505) 292-3567

To identify, describe, and interrelate young children's (2-6 years) verbal sex role stereotypes and their actual sex role behaviors; and, to develop, present, and evaluate a workshop for teachers of young children designed to help teachers gain skills in encouraging flexible sex role attitudes and behaviors. This project will expand a former WEEA project by Schau to include Native American children in addition to Anglo and Hispanic children and their care centers. Project results can be used by teachers, parents, and researchers of young children.

TRAINING PROGRAM TO COUNTERACT SEX ROLE STEREOTYPING OF SECRETARIES

Ms. Linda Tinelli Sheive/
Ms Angela Rowe
701 Cedar Circle
Spencerport, New York 14559

Amount : $14,998
Duration : One Year
Co-Directors : Ms. Linda Tinelli Sheive; Ms. Angela Rowe
Phone : (716) 352-0230

To develop a model training program for secretaries to be used by postsecondary Continuing Education Departments. A packet of curriculum materials will be designed and validated by their use in workshops. To break through the sex role stereotyping associated with the secretarial profession and provide participants with a transition from a paraprofessional self-concept to a professional self-concept, the program will provide strategies to: develop an awareness of secretaries' roles as members of a management team; increase secretaries' awareness of their sex-stereotyped work behaviors, and an awareness of alternative non-sex-stereotyped behaviors; increase secretaries' awareness of their career growth potential as women in management; assist secretaries in designing an educational strategy to acquire the skills to achieve their full potential. A Continuing Education Department will assist in validating this project.

BILINGUAL/MULTICULTURAL CAREER PROFILES FOR HISPANIC FEMALES

Ms. Margot Vazquez de Benario/
151 Doxbury Lane
Suffern, New York 10901

Ms. Renee Sherman
3932 Livingston Street, N.W.
Washington, District of Columbia 20015

Amount : $15,000
Duration : One Year
Co-Directors : Ms. Margot Vazquez de Benario
Ms. Renee Sherman
Phone : (914) 357-2136 (NY)
: (202) 244-2136 (DC)

The "Bilingual-Multicultural Career Profiles" (BMCP) will be designed to include the following components: 24 career profiles (12 in English, 12 in Spanish). Eight career profiles will focus on nontraditional role models from the Puerto Rico Community (4

in English, 4 in Spanish). Eight career profiles will focus on nontraditional, occupational role models from the Chicano Community (4 in English, 4 in Spanish). Eight career profiles will focus on nontraditional, occupational role models from the Cuban Community (4 in English, 4 in Spanish). Each career profile in Spanish and English will include the following: Career Picture--A visual conceptualization of the role model; career description--a high-interest, low-readability biography, comprehensive task sheet - an evaluation instrument; creative and "Hands-On" activity. A teacher manual will be developed to provide background information, learning objectives and suggestions for use. A Resource List of available materials will be provided in Spanish and English. The Bilingual-Multicultural Career Profile is an interdisciplinary, multi-facted learning instrument, which can be used for large group, small group and individualized instruction. The BMCP for grades two and three will be field-tested in Haverstraw, New York, and will be evaluated as to their impact on changing the attitudes and broadening the options of Hispanic females. This project will be applicable to all bilingual, bicultural programs whose first language is other than Spanish. The program will enhance the student's own culture and language as learning materials will be written in Spanish and English and students may progress in the program while learning a second language.

OCCU-SORT VALIDATION
URBAN HIGH SCHOOL STUDENTS

North Carolina State University
School of Education
Box 5096
Raleigh, North Carolina 27607

Amount : $14,436
Duration : One Year
Director : Dr. Lawrence K. Jones
Phone : (919) 737-2244

To validate a sex fair career exploration and assessment occupational card sort (OCCU-SORT) which may be used for the improvement and expansion of programs and activities for women in guidance and counseling, vocational education, and career education. Validation will be conducted at the junior and senior high school levels.

RURAL COLLEGE WOMEN'S CENTER DEVELOPMENT HANDBOOK

Southeastern Community College
Women's Center
P. O. Box 151
Whiteville, North Carolina 28472

Amount : $15,000
Duration : One Year
Director : Ms. Julia Stocks
Phone : (919) 642-7141

To develop a handbook covering: 1) an introduction to a model and an overview of the process of developing a low cost Women's Center at small (2,000 full time enrollment or less) rural community colleges; 2) rationale for and definition of the need which has been identified; 3) outreach and pre-college counseling of rural farm and nonfarm adult women; 4) educational delivery system for rural adult women who are generally unable to travel and participate in formal campus programs; 5) counseling, guidance, testing, and assessment of career perceptions and attitudes of rural adult women; 6) in-service workshops for faculty and staff to develop an understanding of the needs, attitudes, and circumstances of the returning women; 7) facilities needed; 8) staffing pattern of personnel needed.

BUSINESS AND MANAGEMENT TRAINING MODEL FOR RURAL WOMEN

Southern Oregon State College
Ashland, Oregon 97520

Amount : $14,169
Duration : One Year
Director : Dr. Marythea Grebner
Phone : (503) 482-6461

To develop and test a training model and materials to assist rural women to acquire and develop cognitive skills necessary to achieve equity in business activities. The program will be tested in isolated areas remote from local bank or community college courses. A training handbook will be developed, field-tested and validated. A network of persons from local, state and federal agencies, community and four-year college and business agencies will provide the resource information upon which a course in money management will be developed.

WORKSHOPS FOR ADULT WOMEN ON IMPROVING SELF-IMAGE

South Hills Health System
1800 West Street
Homestead, Pennsylvania 15120

Amount : $9,964
Duration : One Year
Director : Ms. Lorraine Rea
Phone : (412) 653-6300

To pilot-test a course to assist adult women in developing a positive self-image in order to face life problems and set long and short range goals. A series of workshops for professionals or personnel from a variety of educationally oriented community organizations will be held in a variety of settings. A leader's manual and a participant's workbook will be completed.

LEADERSHIP AWARENESS TRAINING IN PHARMACY CAREERS

Philadelphia College of Pharmacy and Science
43rd Street and Kingsessing
Philadelphia, Pennsylvania 19104

Amount : $12,933
Duration : One Year
Co-Directors : Dr. Barbara Helena Korberly
Dr. Teresa Pete Dowling
Phone : (215) 386-5800

To develop a model which will measure and change women's attitudes toward upward mobility in order to inspire leadership and provide pharmacy students with an opportunity to review various kinds and levels of managerial careers in pharmacy practice. A training manual for use at postsecondary institutions where health professionals are trained will be developed. It will include a report analyzing the data collected in the course for documentation of the program's effectiveness.
MULTICULTURAL

MULTICULTURAL INSTRUCTIONAL MATERIALS HANDBOOK/RESOURCE BOOKLET

Ms. Martha P. Cotera
1100 East Eighth Street
Austin, Texas 78702

Amount : $15,000
Duration : One Year
Director : Ms. Martha P. Cotera
Phone : (512) 477-1604

To promote educational equity for women from diverse cultures in the United States by designing and developing two reference documents. The two documents are "Handbook on Educational Strategies and Resources for Sex-Cultural Relevant Classroom Practices and Materials" and "Sourcebook of Multicultural Resources for Women Studies and Bilingual/Multicultural Programs". Target populations are program directors, development and teaching staffs, ethnic heritage programs, and other federally funded programs.

NONTRADITIONAL CAREER EDUCATION CURRICULUM FOR SECONDARY SCHOOLS

Young Women's Christian Association
1026 North Forest Street
Bellingham, Washington 98225

Amount : $14,997
Duration : One Year
Director : Ms. Sharon Skagen
Phone : (206) 676-0375

To revise, evaluate and expand a model program for students concerning nontraditional jobs for women. A multimedia curriculum model will be designed for use by teachers and counselors in coeducation middle and high school classes. Instructional materials, a slide tape presentation and a teacher's manual will be developed and field-tested in at least eight public schools within the state.

CURRICULUM MATERIALS RESOURCE CENTER COUNSELING/JUNIOR, SENIOR HIGH LEVEL

Miles College
Eutaw Extension Campus
Post Office Box 31
Eutaw, Alabama 35462

Amount : $15,000
Duration : Two Years/ Second Year
Director : Ms. Schandell Woodridge
Phone : (205) 372-4675

To promote educational equity by establishing a curriculum material resource center which will serve five counties in west Alabama. The center will develop a limited capacity to serve as an open door counseling resource and referral center as a means of serving the counseling needs of women who are no longer in a formal education context. The curriculum will be designed for junior and senior high schools with particular emphasis on school counselors.

COMMUNICATION SKILLS WORKSHOP FOR ADULT WOMEN IN TRANSITION

University of Alaska,
P. O. Box 1447
Juneau, Alaska 99802

Amount : $73,486
Duration : One Year
Director : Mr. Steven A. Brown
Phone : (907) 789-2101

To develop a model for adult women in transition to enhance skills in communication and decision making. A five-day workshop will be conducted for which training materials, consisting of an instructional guide for leaders, participant learning materials and a videotape program will be developed. Recruitment of Alaskan Native women from urban and rural southeast Alaska will be emphasized for the pilot test. College credit will be awarded upon completion of the workshop.

JUNIOR HIGH SCHOOL CAREER PLANNING CURRICULUM PACKAGE

Berkeley Stage Company
1111 Addison Street
Berkeley, California 94702

Amount : $115,241
Duration : Two Years/ First Year
Director : Ms. Barbara K. Wolfinger
Phone : (415) 845-2354

To create and pilot test a curriculum and curriculum materials for junior high school students which will make students and instructors aware that women must set educational and career goals; inform young students about the current occupational status of women; explore the cultural variations in traditional definitions of sex roles and consider the range of goal attainment. Products will be half-hour films of scenes from three plays depicting young women faced with critical life decisions and a three-program series for public broadcast television on educational and career choice.

ACHIEVING SEX EQUITY: BUILDING POSITIVE POWER BASE

California State University
California Coalition for Sex Equality
Room 327, Education Classroom Building
Fullerton, California 92634

Amount : $96,000
Duration : Two Years/ First Year
Directors : Dr. Barbara Peterson/Ms. Barbara Landers Dr. Lee Mahon
Phone : (714) 870-3141

To test models, materials, and strategies which will assist local power groups made up of administrators, school board members, and community leaders including students in a stratified random sampling of 30 California districts in attaining sex equity. All models, materials and strategies will be tailored to the critical priorities of each district as determined by their respective needs assessments regarding the current status of the implementation of Title IX. Products will be copies of models/strategies/classroom materials and testing instruments.

CAREER GUIDANCE EDUCATIONAL TV FOR JUNIOR HIGH GIRLS, PARENTS

Los Angeles Unified School District
Box 3307
Los Angeles, California 90051

Amount : $90,500
Duration : Three Years/ Second Year
Director : Dr. Ruth Rich
Phone : (213) 625-6596

To explore new career opportunities for junior high girls through the use of educational television with related printed materials. In-service training for school personnel will be provided and will include a model program of special guidance activities, and a model parent educational component. An advisory group composed of representatives from business, industry, institutions of higher education and the community will provide guidance and support to the project.

MODEL TO ASSIST INNER CITY AREAS TO PROVIDE WOMEN'S EDUCATIONAL EQUITY

Volunteers of America of Los Angeles
1501 Wilshire Boulevard
Los Angeles, California 90017

Amount : $122,723
Duration : Two Years/ First Year
Director : Ms. Mary Gomez Daddio
Phone : (213) 627-5781

To develop and validate a model to assist inner city areas of large urban cities to provide educational equity for women who are employed in fulltime low paying operative and service employment. Activities will include academic instruction in basic education, training in communication skills, decision making and assertiveness, group and individual process, and individual, group and family counseling. Products will be a syllabus of basic academic courses, a handbook and a manual. Participants will include women who work and reside in Los Angeles inner city area.

CAREER OPTIONS FOR ECONOMICALLY DISADVANTAGED TEENAGE PARENTS

Orange Unified School District
370 North Glassell
Orange, California 92666

Amount : $85,525
Duration : One Year
Director : Mrs. Lynn Huston
Phone : (714) 997-6285

To develop an in-service/curricular/career model in order to assist public, community agencies and educational institutions in offering educational and training programs for the economically disadvantaged teenage parent's success in the work force. Products will be a printed handbook of the model program and will include staff in-service design; curriculum units on job rights, interviewing, and job search; sex sterotyping units; career infusion units; description of a graduate outreach program, work exploration program and self concept components; and a set of black and white videotapes of 20 minutes duration each.

DEVELOPMENT OF AN EVALUATION SOURCEBOOK FOR WOMEN'S EDUCATIONAL EQUITY PROGRAMS

American Institutions for Research
Post Office Box 1113
Palo Alto, California 94302

Amount : $133,952
Duration : Two Years/ Second Year
Director : Dr. Carmen J. Finley
Phone : (415) 493-3550

To promote more comprehensive evaluations of projects in the area of educational equity for women by encouraging the use of valid and reliable assessment materials. Such evaluation will assist projects in developing effective products and programs. A sourcebook on instruments will be developed to measure key characteristics of projects and products whose purpose is to further educational equity for women. Included in the sourcebook will be a description of each instrument, sample items from the instrument, a user's guide, and indexes to assist the users in instrument selection. The user's guide will describe, in general terms, instrument development and validation and how to use the sourcebook.

NONSEXIST CURRICULUM FOR PRE-SERVICE TEACHER EDUCATION

American University
School of Education
Massachusetts & Nebraska Avenue, N.W.
Washington, District of Columbia 20016

Amount : $121,011
Duration : Two Years/ First Year
Director : Dr. Myra Sadker
Dr. David Sadker
Phone : (202) 686-2186

To develop a sound and coherent model for Nonsexist Teacher Education and to develop instructional materials and training strategies based on the model. Materials will be designed for easy integration into the current core of teacher education courses and programs. Model and materials will be implemented and validated in 10 colleges and universities affiliated in a network of demonstration sites.

EDUCATIONAL EQUITY TRAINING AND ASSESSMENT PROJECT

Delta Sigma Theta, Inc.
1707 New Hampshire Avenue, N.W.
Washington, District of Columbia
20009

Amount : $134,230
Duration : One Year
Director : Dr. Delores Thomas
Phone : (202) 483-5460

To address the issue of sex role conditioning and discriminatory socialization processes through the utilization of a self-assessment instrument and the development of a training packet. The self-assessment instrument is to be used in urban educational systems by administrators, counselors, teachers and parents. The training packet and program will identify sex stereotyping and sex discrimination in instructional materials and institutional practice. Assessment and training will be accomplished through a series of 14 mini-seminars in seven geographic regions of the country.

BASIC BUSINESS EDUCATION TRAINING MODEL FOR MINORITIES

National Committee on Household Employment
7705 Georgia Avenue, N.W.
Washington, District of Columbia 20012

Amount : $36,566
Duration : One Year
Director : Ms. Anita Bellamy Shelton
Phone : (202) 291-2422

To design, develop and test a model program, including curriculum materials and other products for use by educational institutions and agencies, non-profit organizations, and publicly funded programs serving adult women, particularly of racial and ethnic minorities having no experience or training in white-collar occupations. Through a series of workshop activities, the program will provide vocational exploratory experiences in the field of business education and management. A curriculum handbook will be produced and validated which will contain workshop modules, curriculum aids and assessment tools to be used to provide guidance to the clients. A participant workbook, keyed to the modules, will also be developed.

NATIONAL SPORTS CLEARINGHOUSE ELEMENTARY/SECONDARY/POSTSECONDARY/ADULT

Women's Equity Action League and Legal Defense Fund
805 15th Street, N.W.
Washington, District of Columbia 20005

Amount : $143,264
Duration : Two Years/Second Year
Director : Ms. Marguerite Beck-Rex
Phone : (202) 638-1961

To develop a national clearinghouse of information called SPRINT, the Sports Project Referral and Information Network; to collect, organize, and synthesize information about relevant issues, model programs and projects and the changing status of women and girls in physical education and sports; to disseminate information and respond to requests for information, assistance, and referral about Title IX and equity for girls and women in sports; and to stimulate participation in the formulation of public policy about sports and athletic programs at all levels of education.

WOMEN OFFENDERS/MINORITIES/OTHERS CAREER DEVELOPMENT MODEL

Miami-Dade Community College
Career Development Department
11011 S.W. 104th Street
Miami, Florida 33176

Amount : $95,000
Duration : Three Years/ Third Year
Director : Ms. Wihelmina Tribble
Phone : (305) 596-1243

To design and develop a comprehensive career development model with emphasis on women offenders and major factors in the stage of transition from the correction institutions to the community outside. Attention will be directed to the needs of minority groups, primarily blacks and latins. In addition to career development courses, workshops, assertiveness training seminars, and counseling, products will include a comprehensive career development model for women offenders as well as the female population in general, techniques for creating interest in nontraditional careers, and counseling techniques for ex-offenders.

POLITICAL SOCIALIZATION INTERVENTION MODEL

Florida State University
Developmental Studies Education
302 Education Building
Tallahassee, Florida 32306

Amount : $105,974
Duration : Two Years/ First Year
Director : Dr. Byron Massialas
Phone : (904) 644-5038

To enhance the political socialization of females and males by developing an intervention model which will bring about an equitable distribution of political roles. The model will include a management system, a set of instructional materials, a manual for use by teachers and administrators in implementing the program and an instrument for evaluating the results of the program. The target groups will consist of a mixed rural and urban population with a balanced composition of black and white female and male students.

COLLEGE LEADERSHIP TRAINING LIFE/CAREER EFFECTIVENESS

Barat College
700 Westleigh Road
Lake Forest, Illinois 60045

Amount : $113,535
Duration : Three Years/ Third Year
Director : Dr. Sallyann Poinsett
Phone : (312) 234-3000 Ext. 309, 247

To develop a model leadership training program appropriate to the needs of undergraduate college women to increase personal and professional effectiveness, and to overcome the impact of socialization and sex role sterotyping. Attention is given to diversities among women based on age, ethnicity, field of study and future plans. Focus has been on testing and evaluating various skill development approaches to leadership training. Project components consist of a series of interdisciplinary courses, workshops and conferences and a Human Resource Development Center. The product, entitled SOAR AT WILL will be a program package which will include: a color training video-tape demonstrating the basic concepts; a documentary slide/ tape giving an overview of the program; a training resource guide for professionals; and a woman's skill development resource guide and audio-cassette tape for students.

PHYSICAL EDUCATION/IN-SERVICE ELEMENTARY EDUCATION CURRICULUM

Urbana School District 116
1201 South Vine Street
Urbana, Illinois 61801

Amount : $64,632
Duration : Three Years/ First Year
Director : Dr. Margaret M. Thompson
Phone : (217) 384-3652

To develop a curricular model in physical education for children (K-6) which will enable each child to develop motoric capabilities regardless of sex, ethnicity, mental status, and physical status. Development of instructional materials and provision of in-service training is included.

LESSEN EDUCATIONAL INEQUITY AS A BARRIER TO FULL PARTICIPATION OF WOMEN IN PUBLIC LIFE

Indiana University Foundation
Research and Sponsored Programs
355 Lansing Street
Indianapolis, Indiana 46202

Amount : $169,618
Duration : One Year
Director : Ms. June Knight Shassere
Phone : (317) 264-3736

To develop a model training program that will lessen the educational inequity now existing as a barrier to the full participation of women in public life, and therefore in American society generally. A range of topics will be developed: orientation to public policy issues, political compaigning and leadership skills, for an adult education curriculum that will give universities and colleges across the country the capacity to present a high-level non-credit course for women interested in public service careers. A series of seven films developed and produced during the project will be the key teaching tool. The model curriculum will contain lesson plans for use with the films and for other topics not covered in the films.

IN-SERVICE TRAINING TO INCREASE OPPORTUNITIES FOR UNDEREMPLOYED AND UNEMPLOYED WOMEN

Drake University
College of Continuing Education
25th and University Avenue
Des Moines, Iowa 50311

Amount : $43,014
Duration : One Year
Director : Mrs. Yvonne E. Gates
Phone : (515) 271-2181

The project focus is on supplementary activities for individuals which will provide special educational activities to overcome limitations on opportunities for employed and underemployed minority women. Forty selected representatives from educational private and governmental institutions concerned with the career development of employed and underemployed minority women will be trained in career development for women in the use of a tool designed to assess the needs of those women. The same personnel also will be trained in using the model workshops in their home setting.

ICES: INTERNSHIP CERTIFICATION EQUITY-LEADERSHIP, AND SUPPORT

University of Kansas
School of Education
Lawrence, Kansas 66045

Amount : $190,898
Duration : Two Years/ Second Year
Director : Dr. Jerry D. Bailey
Phone : (913) 864-4432

To develop and validate a model which will utilize the resource of a State educational agency, the State professional administrators' organizations, and a university in order to enlarge the pool of certified women seeking administrative positions; develop training programs and experiences which will prepare participants to become clearly competent administrators; and promote the employment of the participants upon the completion of the training. Products will include a monograph on the structural components of the ICES model and a series of videotapes.

PHYSICAL EDUCATION/SECONDARY LEVEL TEACHER EDUCATION MODULES

Eastern Kentucky University
Department of Physical Education
Lancaster Avenue
Richmond, Kentucky 40475

Amount : $48,735
Duration : 20 months/ Second Year
Director : Dr. Ann Ohlir
Phone : (606) 622-3701

To develop instructional modules for physical education teachers in coeducational programs in order to reduce sex bias in instruction and program operation. The modules, designed for self-instruction, will be developed for pre-service and in-service teachers at the secondary level and can be adaptable for use in the classroom or for group discussion and interaction.

INTERNSHIP AND WORKSHOPS FOR REENTRY WOMEN

Goucher College
Center for Educational Resources
Towson, Maryland 21204

Amount : $54,362
Duration : Two Years/ Second Year
Co-Directors : Ms. Winnie Borden/Ms. Carol McGowan
Phone : (301) 825-3300

To create a demonstration model which will arrange time-shared placement of women in business administative positions. Through a program of counseling and course reinforcement, selected participants with a Bachelor's Degree having extensive volunteer experience will be placed in interships at a staff level where few women have traditionally worked. This model plans to alleviate discrimination by demonstrating that volunteer experiences can be equated with traditional experience. It recognizes the special needs of a segment of the population (primarily women) who work on a part-time basis. A workbook will be produced to facilitate model replication.

TRAINING MODEL -- WOMEN'S CENTERS STAFFS

Everywoman's Center
University of Massachusetts
Goodell Building
Amherst, Massachusetts 01003

Amount : $91,008
Duration : One Year
Director : Dr. Joan Sweeney
Phone : (413) 545-1558

To select and train women's centers' staffs, campus administrators, and resource persons in four Federal regions to provide training in their regions, and to assist the new regional training sites in becoming on-going resources for women's centers in their regions. Through a 1976-1977 Women's Educational Equity Act grant, Everywoman's Center developed, implemented and validated a training program in budget and program development for the staffs of 23 women's centers in Federal Region I. This model will be used to train women's centers' staffs in the selected four Federal regions this year.

WOMEN, WORK, NONTRADITIONAL OCCUPATIONS: A CURRICULUM PACKAGE FOR GRADES 6-9

Boston YWCA
140 Clarendon Street
Boston, Massachusetts 02116

Amount : $130,215
Duration : One Year
Director : Ms. Vivian Guilfoy
Phone : (617) 536-9099

To design, test, and prepare educational materials for six through ninth grade students to reduce their sex stereotypes about women and work and to produce actions which facilitate the participation of girls in school opportunities which are nontraditional for women. These activity-oriented multimedia materials will attempt to awaken students to the little known facts about women and work while they are still in a position to benefit from school opportunities to explore nontraditional fields and acquire basic skills. Products will include audiovisuals, puzzles, games, comics, teacher guidelines, and a student workbook. Although designed primarily for urban school use, these products will be useful for social agencies, job training programs for youth, and school systems.

STUDENT INVOLVEMENT IN STATE POLICY MAKING

Massachusetts Department of Education
Bureau of Student Services
31 St. James Avenue
Boston, Massachusetts 02116

Amount : $156,475
Duration : Two Years/ Second Year
Director : Ms. Kathleen Atkinson
Phone : (617) 727-5754

The Massachusetts State Department of Education, through Project SCEE (Student Commitment to Educational Equity) will conduct a program designed to involve high school students in the elimination of education inequities in secondary schools. Its primary goal is to develop student awareness of the implications, underlying assumptions, and the rights guaranteed by Title IX. Through the Women's Educational Equity Act Program funding in 1976, the Massachusetts State Department of Education developed models of student leadership and participation in the implementation of Title IX. During Fiscal Years 1977 and 1978 further development

and validation took place, and this year it will be completed for products which will promote involvement of high school students in: 1) the process of institutional change so as to eliminate discriminatory policies and practices in secondary schools; 2) the process of systemic change so as to eliminate sex role stereotyping and sex role socialization that limits the aspirations of young women and men. Students will participate in the process of institutional change at the state and local levels. Products include a manual, a case book, and a handbook, with videotape supplements. These products will provide local school systems, State departments of education, parent groups, and student groups with the capability to actively involve high school students in the implementation of Title IX in the elimination of the effects of sex role stereotyping in school curriculum and practice.

INTEGRATE MINORITIES INTO NON-SEX BIASED CURRICULUM

Independent School District #625
Urban Affairs Department
360 Colborne Street
St. Paul, Minnesota 55102

Amount : $85,902
Duration : Two Years/ Second Year
Director : Ms. Gloria L. Kumagai
Phone : (612) 298-5895

To enable a group of elementary, secondary and postsecondary school systems to collaborate on the development of a model to increase cultural diversity on non-sex biased curriculum by integrating minority women curriculum, such as Asian and Pacific American, Black American, Hispanic and Native American into existing curriculum systems. In-service training and curriculum development will be emphasized.

INSTRUCTIONAL MATERIALS
MINI-CURRICULUM/IN-SERVICE WORKSHOPS

Holmes County School District
Federal Programs and Instruction
P. O. Drawer B
Lexington, Mississippi 39095

Amount : $83,175
Duration : One Year
Director : Ms. Carol Mitchell
Phone : (601) 834-2125

To increase the awareness of the importance of women's educational equity for students in grades 7 through 12 and a training model for implementing women's educational equity studies. Activities will include the training of teachers, in-service workshops and the development of mini-curriculum units for classroom use.

TRAINING WORKSHOPS
IN SCHOOL ADMINISTRATION

Montana School Boards Association
501 North Sanders
Helena, Montana 59601

Amount : $190,685
Duration : Two Years/ Second Year
Director : Ms. Lois Sindelar
Phone : (406) 657-2172

To increase the number of women represented in leadership positions at all levels of education. Through a program of training designed to be compatible with problems of rural geography, placement opportunities will become realistic for an increased number of applicants for administrative positions. This project will coordinate the efforts of the State university, local school districts and the State Department of Education to reach the project goals. This year the project will focus on the development of the training workshops model and process manual as exportable final products. Administrative interns have been selected and will be enrolled in the Leadership Institute, designed and implemented by the project to provide 18 graduate credits toward administrative certification.

RURAL STATEWIDE POSTSECONDARY TRAINING MODEL CONFERENCE/WORKSHOPS ON CHANGE STRATEGIES

University of Nebraska
Teachers College
214 Henzlik
Lincoln, Nebraska 68588

Amount : $85,093
Duration : Two Years/ Second Year
Director : Ms. Virginia Walsh
Phone : (402) 472-1494

To develop a Statewide training model to enhance educational equity for women in rural postsecondary educational institutions. Participants will be educators, administrators and counselors together with rural women in the working conferences. Subsequent conferences and workshops will discuss design and apply strategies of change to implement women's educational equity programs and policies within the participating rural postsecondary institutions. A working network of communications between and among community and technical college educators, rural women and women's equity agencies and organizations in the State, will be one project result.

DEVELOP ASSESSMENT INSTRUMENT FOR VOLUNTEER SERVICE

Educational Testing Service
Princeton, New Jersey 08540

Amount : $94,292
Duration : Two Years
Director : Dr. Ruth B. Ekstrom
Phone : (609) 921-9000

To develop educational planning and experiential evaluation materials which can be used by women, counselors and employers in assessing the skills which women have acquired from their volunteer work and homemaking experiences. Materials will be designed to encourage systemic and institutional change. Products to be developed will include a competency-job matrix and three accompanying workbooks: the first workbook will be designed for adult women seeking to recenter the job market; the second, for counselors assisting women, employers, or for use in educational institutions providing life-span planning guidance; and the third for employers will focus upon the use of the job matrix to identify potential employees among women who have considerable experience as homemakers and volunteers.

EQUALIZE SPATIAL VISUALIZATION FROM PRESCHOOL THROUGH ADULT LEVELS

University of New Mexico
IARS, Behavioral Research Division
Albuquerque, New Mexico 87131

Amount : $75,522
Duration : One Year
Director : Dr. Peggy J. Blackwell
Phone : (505) 277-4233

To aid in equalizing the ability of American women with that of men in handling spatial relationships. To develop tangible, easy-to-use products in the form of mini-courses for five educational levels. Courses will contain exercises to develop mental and physical skills on a gradient for each education level: preschool, primary, intermediate, secondary, and adult.

NEIGHBORHOOD STUDIES PROGRAM FOR MULTI-ETHNIC GRASSROOTS WOMEN

National Congress of Neighborhood Women
College Program
11-29 Catherine Street
Brooklyn, New York 11211

Amount : $77,462
Duration : One Year
Director : Ms. Janice Peterson
Phone : (212) 388-6666

This bilingual curriculum development project for a neighborhood studies program for grassroots women utilizes the community as a learning laboratory. Model courses with video components in leadership development with the multi-ethnic National Congress of Neighborhood Women College Program in Brooklyn, New York and marketing in Bayamon, Puerto Rico, with a local Women's Center will be planned to meet the needs of urban poor and working class women. Project materials will be appropriate for use with schools, colleges and community organizations to further the attainment of educational equity for women of ethnic and socioeconomic groups generally by-passed by mainstream programs.

DEVELOPMENT NONSEXIST EDUCATIONAL MATERIALS AT ELEMENTARY LEVEL

Community School District #11
1250 Arnow Avenue
New York, New York 10469

Amount : $44,763
Duration : One Year
Director : Ms. Miriam Weiss
Phone : (212) 920-1411

To develop and validate three curriculum learning modules to be used for grades three, four and five in the areas of science, reading, and mathematics. These modules will take the form of activity kits which are free from sex role stereotyping, can easily be adapted to a variety of standard curriculum materials, and can be used effectively by teachers without teacher training. The kits will include a teacher guide, 10 activities with level of difficuluty in each area of reading, mathematics, and science, and a booklet of illustrations depicting people instead of inanimate objects, so as to allow for role-model identification. As a result of working with these activity modules, students may change their attitudes toward sex role stereotyping and will demonstrate an expanded awareness of career choices.

CURRICULUM DEVELOPMENT/FIFTH GRADE TO COUNTERACT INSTITUTIONAL DISCRIMINATION

Council on Interracial Books for Children, Inc.
1841 Broadway
New York, New York 10023

Amount : $91,215
Duration : Two Years/ Second Year
Director : Dr. Beryle Banfield
Phone : (212) 757-5339

To develop and produce a model fifth grade curriculum which will be designed to increase students' understanding of institutional discrimination--both sex and race--and to develop student motivation and ability to challenge institutional inequities in education and in society. Products will consist of filmstrips, discussion guides, and other learning materials, all of which will be designed so that their use in the field will not require any special teacher training. These products will be validated in six schools and their development finalized during this year.

REDUCING SEX STEREOTYPING IN EARLY CHILDHOOD THROUGH THE ARTS

Creative Resources Institute
170 East 94th Street, Suite #1G
New York, New York 10028

Amount : $97,875
Duration : One Year
Director : Ms. Sheila McAllister
Phone : (516) 223-0208
(212) 348-4928

The programmatic focus is the development, implementation, evaluation and validation of a training module utilizing the arts to serve as a vehicle to assist early childhood educators and the children to eliminate sexism in the schools. Reducing sex stereotyping in early childhood through the arts takes a proven arts/education model and applies it to sex stereotyping. Using the various art forms of dance, puppetry, drama, music, and visual arts, preschool children explore sexist attitudes and behaviors surrounding female/male traits, vocational aspirations, and other beliefs which limit growth potential. The project uses photography and videotapes to help teachers, administrators, and parents better read the sexist non-verbal signals of the children and provide at home and school activities which challenge sexist views. Operating in Freeport, Long Island, a community hosting 24 cultures, the project will be able to target diverse children--culturally, racially and socio-economically.

MATH ANXIETY REDUCTION TEACHER EDUCATION (K6)

Research Foundation and
Queens College of CUNY
505 Park Avenue
New York, New York 10022

Amount : $139,337
Duration : Two Years/ First Year
Director : Ms. Miriam Weiss
Phone : (212) 520-7444

The purpose of the Teacher Education and Mathematics (TEAM) project is to develop a model program and high utility products to promote systemic change among teacher education students. Goals are 1) to reduce mathematics anxiety in teacher education students 2) to increase their perception of mathematics as a female, as well as male, domain; and 3) to develop their skills in identifying sex role bias in mathematics curriculum materials and teacher-pupil interaction in the classroom.

COMMUNITY-BASED GUIDANCE FOR RURAL AND MINORITY WOMEN

University of North Carolina
Peabody Hall 037 A
Chapel Hill, North Carolina 27514

Amount : $86,018
Duration : One Year
Director : Dr. Nancy Voight
Phone : (919) 966-5266

To conduct research on career choices of rural and minority women and to develop and test guidance materials for total target group. The project will provide in-service training for guidance and faculty from six test sites in community colleges and adult education programs located throughout the State. Program focus will be to work within the framework created by local traditions and bias and to stress remediation rather than to act as change agents. Community and religious leaders will provide consultation and act as supportive role models to help upgrade local opportunities and encourage broader aspirations.

DEVELOPING INTERPERSONAL COMPETENCIES IN EDUCATIONAL LEADERSHIP

University of Cincinnati
College of Education and Home Economics
Cincinnati, Ohio 45221

Amount : $206,757
Duration : Two Years/ First Year
Director : Dr. Nancy A. Evers
Phone : (513) 475-3617

To develop, validate and disseminate four prototypic training modules on androgyny, assertion, power and leadership for use in the pre-service and in-service preparation of educational leaders in educational administration and counselor education. The training modules will consist of an instructional manual, a clinical experiences manual and an accompanying videotape. The target population will be those persons, especially women, in pre-service and in-service training institutions of higher education, other postsecondary institutions, and elementary and secondary institutions.

CAREER EDUCATION: INTERDISCIPLINARY USE OF MATHEMATICS IN CAREER CHOICES

University of Oklahoma
S.W. Center for Human Relations Studies
555 Constitution Building 4
Norman, Oklahoma 73037

Amount : $75,548
Duration : Two Years/ Second Year
Director : Ms. Carole H. Hardeman
Phone : (405) 325-1712

To develop a middle school curricular model that will enhance young women's and men's understanding of the interdisciplinary uses of mathematics in career choices. Materials will be designed with acute awareness of the importance of the learner's self-concept and self-image. Students will learn the relationship of mathematics to the fine arts, physical and biological sciences, language arts, social sciences and the practical arts. Each interdisciplinary area will include an extensive overview of related career and successful women role models and will be developed into a comprehensive instructional curricular model. This approach is designed to curtail the "feminine math anxiety" syndrome that young women develop in the trans-adolescent stage. During the first year, sex audiovisual modules were developed and piloted in six Oklahoma school districts. This year, the six modules will be validated throughout the United States in 10 different locations. The modules include audiotapes, slides, film strips, and an accompanying booklet for teacher or student for individual study, student activities and an inquiry-approach oral presentation.

VOCATIONAL/TECHNICAL CURRICULUM MATERIALS FOR THE DISPLACED HOMEMAKER

Women's Resource Center, Inc.
P. O. Box 474
Norman, Oklahoma 73070

Amount : $38,194
Duration : One Year
Director : Ms. Alane Baird Atkinson
Phone : (405) 364-9424

To develop and validate model educational materials for use in the displaced homemaker classes of vocational-technical schools. Four instructional modules to provide emotional and instructional support will be developed and field-tested. Products will include teacher's and participant's manuals. The curriculum units will be designed with flexibility to enable them to be transferable to almost any educational support situation for displaced homemakers.

A MODEL FOR SEX EQUITY IN PUBLIC SCHOOL ADMINISTRATION

University of Oregon
Center for Educational Policy and Management
1472 Kincaid Street
Eugene, Oregon 97401

Amount : $144,998
Duration : One Year
Director : Dr. Patricia Schmuck
Phone : (503) 686-5074

To integrate and synthesize previously funded WEEA efforts and to prepare materials for dissemination which will include new knowledge and guides for other states who may profit from Oregon's experience. Building the state capacity for reform and preparation of materials for national dissemination on the Statewide effort for change are the two project goals. Activities will include distribution of the SEEL (Sex Equity in Educational Leadership), Report, establishment of the clearinghouse function of the Oregon Network and transition assistance to ongoing agency and course offerings on Sex Equity in Education. The product will be a series of independent reports organized around project goals for different target audiences.

PRACTITIONER TRAINING MODEL IN NONSEXIST CURRICULUM DEVELOPMENT

Northwest Regional Educational Laboratory
Multicultural Division
710 S.W. Second Avenue
Portland, Oregon 97210

Amount : $144,533
Duration : Three Years/ First Year
Director : Ms. Barbara Hutchison
Phone : (503) 248-6960

To develop a replicable pre-service, and in-service teacher and parent training model that will focus on: 1) teachers' awareness of their attitudes toward stereotyping and sex bias, 2) modification of teachers' instructional behavior to increase their ability to provide nonsexist education, 3) implementation of strategies for reducing sex bias and stereotyping in

curriculum, and 4) modification of parents' awareness of sex bias and its implications. Products will be: 1) a packaged workshop model including practitioner, parent and technical assistance components that will be available for national dissemination; 2) a nonsexist reading list; 3) an evaluative tool for assessing sexism in classroom materials; 4) a bibliography of nonsexist supplementary material for teachers, curriculum development; 5) a technical assistance model which can be purchased and used by non-NWREL trainers to deliver sex-fair workshops to additional schools.

REDUCE SEX ROLE STEREOTYPING BY EXPECTANT PARENTS

Childbirth Education Association of the Greater Monongahela Valley
173 Victoria Drive
Monongahela, Pennsylvania 15063

Amount : $35,723
Duration : One Year
Director : Ms. Patricia Corsi
Phone : (412) 258-4718

To develop a training model aimed at childbirth educators and parenting instructors to reduce sex role stereotyping. The program will provide an opportunity for professionals and volunteers who serve as prospective parent trainers to reexamine and redefine their own sex roles and concomitant behaviors. Ultimately, this activity will enable the participants to become more effective teachers and counselors when the subject matter of their own classes involves sex role stereotyping. A training and resource manual for use by organizations serving a similar clientele will be developed.

GUIDELINES AND COLOR VIDEO-CASSETTES FOR SEX FAIR EQUAL INSTRUCTIONAL MATERIALS

Social Science Research Center
University of Puerto Rico
Rio Piedras, Puerto Rico 00931

Amount : $40,759
Duration : One Year
Director : Dr. Isabel Pico de Hernández
Phone : (809) 725-0436

"Sex and Semantics in the Spanish Language" will develop language--usage guidelines and a color video-cassette to create awareness of linguistic sexism and racism in the Spanish language and to provide alternatives of rewording the language of inequality in educational materials. The guidelines will be prepared for school textbook writers, editors and publishers involved in development and publishing bilingual/multicultural materials for students and teachers in Spanish. The color video-cassettes will also sensitize them to unconscious sexist language in educational literature.

CONTRIBUTIONS OF BLACK WOMEN TO AMERICA 1776-1976

Benedict College
Community Development Institution
Harden and Blanding Streets
Columbia, South Carolina 29204

Amount : $193,913
Duration : Two Years/ First Year
Director : Dr. Marianna W. Davis
Phone : (803) 256-4220

To research and develop information on the significant contributions of black women over a 200-year period, covering 31 states and the District of Columbia. The areas to be researched are commerce and business, the arts, education, law, medicine and health care, sciences, politics, civil rights, sports, and media. Once completed, the information shall be disseminated to State departments of education; national professional organizations in history, English, and the humanities; women's studies departments, black studies departments, major national television networks, and national black women's organizations. The materials will be developed into a series of booklets which will enhance the image of black women among the black population and enlighten other ethnic and cultural groups.

SECONDARY CURRICULUM SUPPORT STUDENTS CREATE NEW IMAGES

Region XIII, Education Service Center
7703 North Lamar
Austin, Texas 78752

Amount : $69,659
Duration : Two Years/ First Year
Director : Mr. Donroy Hafner
Phone : (512) 458-9131

To develop an innovative interdisciplinary course of study for secondary school students which will help them understand and deal with sex role pressures along with developing their own personal definitions of femaleness and maleness. Products will consist a curriculum package for secondary schools with a teacher manual included, a training manual outlining a workshop design for introducing the curriculum to teachers and a kit of student creation that compiles exemplary expressions related to sex role identity.

LEADERSHIP TRAINING/RETRAINING SECONDARY/POSTSECONDARY LEVELS

Educational Service Center Region X
EDP Consortium D
Post Office Box 1300
Richardson, Texas 75080

Amount : $156,677
Duration : Three Years/ Third Year
Director : Dr. Billy N. Pope
Phone : (212) 238-8179

To develop a viable leadership program in six fields at the secondary and postsecondary levels: educational leadership in educational administration, vocational education, career education, physical education, guidance and counseling and adult education. The project will address the need to restructure content of preparation in order to train individuals for leadership positions as well as retrain those already in decision making positions in educational institutions. Activities will include the development of training modules, the conducting of workshops and seminars, and the production of bibliographies and literature relative to women in administrative roles in education.

TO COMBAT NEGATIVE SELF-IMAGES COURSE MODULES/URBAN/RURAL

Goddard College
Goddard Cambridge Feminist Studies
Route 2
Plainfield, Vermont 05667

Amount : $99,952
Duration : One Year
Director : Ms. Deborah Pearlman
Phone : (617) 492-7000

To develop a series of course modules designed to combat negative self-images among a variety of women in different school and community settings, in both urban and rural locales. This product will be designed for use by concerned community and school groups in both urban and rural areas.

MODEL FOR CHANGING ATTITUDES OF ADMINISTRATORS/SCHOOL BOARDS

American Association of
School Administrators
Office of Minority Affairs
1801 North Moore Street
Arlington, Virginia 22209

Amount : $67,220
Duration : One Year
Director : Ms. Effie H. Jones
Phone : (703) 528-0700

To survey and design training models to explore attitudes of administrators and school board members toward women in educational administration. The primary target populations are administrators, particularly superintendents and school board members. The product will be an assessment and training package designed to permit exploration of negative attitudes related to the advancement of women in the profession of educational administration.

CAREER GUIDANCE FOR HIGH SCHOOL STUDENTS/COUNSELORS/TEACHERS

Appalachia Educational Laboratory, Inc.
1031 Quarrier Street
P. O. Box 1348
Charleston, West Virginia 25325

Amount : $102,844
Duration : Two Years/ First Year
Director : Ms. Karen Pfiffner
Phone : (304) 344-8371

To provide high school counselors and teachers with a set of materials they can use in classroom instruction. Materials will be designed to provide students with an awareness of their own attitudes towards sex roles to help them begin a process of career planning, and prepare them to cope with sex role biases they may encounter on the job.

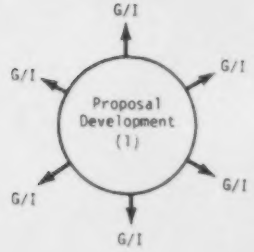
SEX STEREOTYPING IN MATHEMATICS TRANSPORTABLE VIDEO MODULES

University of Wisconsin
School of Education
750 University Avenue
Madison, Wisconsin 53706

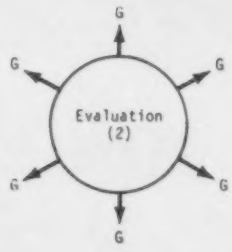
Amount : $121,870
Duration : Two Years/ Second Year
Director : Dr. Elizabeth Fennema
Phone : (608) 263-5141

To develop four easily transportable video modules dealing with sex stereotyping in mathematics. Each module will be directed toward a different audience--teachers, counselors, parents, and high school students. The modules will be easily duplicated on videotape and may be used without supporting personnel in any setting. The modules will focus on providing knowledge and changing behavior in relation to spatial visualization ability, usefulness of mathematics, stereotyping mathematics as a male domain, confidence in learning mathematics, attitudes of parents, teacher and counselor treatment of females and males, and sex stereotypes in instructional materials. During the second year, the modules will be validated in 10 schools at nine different locations.

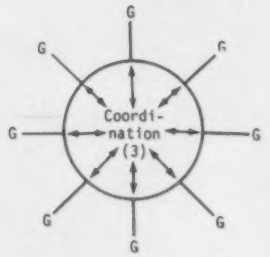
Contracts



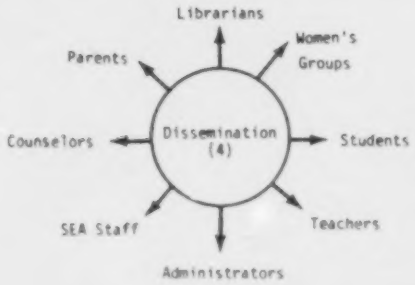
Provides technical assistance to groups and individuals (G/I) concerned with women's educational equity in the development of projects and applications for funding.



Provides technical assistance to WEEAP grantees (G) for project measurement activities. Develops case studies of selected WEEAP grantees.

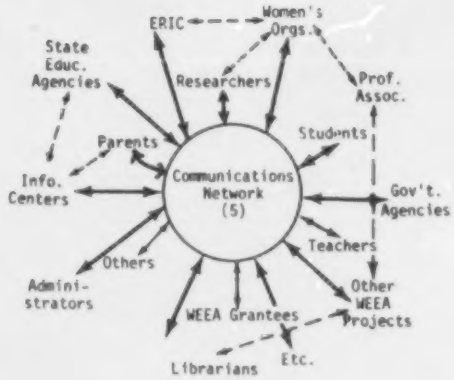


Facilitates communication among WEEAP grantees (G) concerning their needs in conducting projects.



Disseminates WEEAP products to appropriate users in the educational community. Conducts outreach with awareness materials concerning WEEAP programs/products to further the development of model programs.

Communication Flow of the Five Major Contracts for 1977-1978 Funded by the Women's Educational Equity Act Program



Two-way communication between those people and groups who have information needs concerning educational equity for women and those people and groups who have appropriate information resources and services.

CONTRACTS

Seven major WEEA contracts will be in operation during Fiscal Year 1979, of which three will be continued from last year. The first two listed below were developed for internal programmatic operations and the latter were developed as a major contributions to women's educational equity.

The official contract titles are:

* Process Evaluation and Pre-Post Measurement Instrument Development--Continuation

* Project Coordination for the WEEA Program

* Audiovisual Materials Related to Women's Educational Equity

* Technical Assistance for Title IX Implementation for SEA's and LEA's

* Technical Assistance in Developing Projects Designed to Improve Educational Equity for Girls and Women

* WEEA Communications Network--Continuation

* Dissemination: Development and Operation of a Program/ Product Distribution Center--Continuation

Like the WEEA grants, eligible offerors for contracts are public agencies, private nonprofit organizations, and individuals.

PROCESS EVALUATION AND PRE-POST MEASUREMENT INSTRUMENT DEVELOPMENT

American Institutes for Research

Continuation. Fiscal Year 1976
Duration : 42 Months

East Coast
1055 Thomas Jefferson Street, N.W.
Washington, District of Columbia
20007

Co-director: Dr. Dorothy Edwards
Phone : (202) 342-5000

West Coast
Post Office Box 1113
Palo Alto, California 94302

Co-director: Dr. Carmen J. Finley
Phone : (415) 493-3550

This contract has two major objectives: 1) to develop case studies on selected projects funded under WEEAP, and 2) to assess project measurement needs in order to locate existing instruments for project use or to develop a minimum number of new instruments to meet project needs. Objective Two has been accomplished and Objective One is on-going.

Because the WEEAP emphasis is on capacity building, its funded projects will be models and demonstrations or will result in tangible products that will respond to problems on a nationwide basis. The resulting outputs of most WEEAP projects will be transportable and have wide application.

Case studies on selected WEEAP are being developed in order to assess the effectiveness of a capacity building program; to identify critical steps, processes, and conditions in the course of project/product development; to assess the process and extent of dissemination and utilization of the products that were developed by the projects at the conclusion of the grant period. Information will be provided to the projects included. Reports will be prepared and recommendations made for the U.S. Office of Education and for the public that can be used in developing similar capacity building programs in the area of educational equity, and can serve as demonstrations of effective approaches.

Projects are assisted in developing valid and reliable products and programs through the identification of the measurement needs of multiyear projects funded under the general program, literature search for instruments that will serve those needs; and, in the absence of existing instruments, the development and validation of needed instruments. One set of evaluation materials has been developed.

PROJECT COORDINATION FOR WEEA PROGRAMS*

The objective of this one-year contract is to provide coordination of grant projects, to facilitate their interaction and communication, and to assist the Women's Program Staff with the provision of technical assistance to its grantees. These objectives will be achieved through the following types of activities: by obtaining information on ideas, problems, and solutions from project directors and staff and developing a system for exchanging this information among grantees; by conducting conferences which will provide a forum for the presentation, discussion, and dissemination of information pertinent to grant operation and management, and by providing specialized technical assistance to individual projects.

* * * *

AUDIOVISUAL MATERIALS RELATED TO WOMEN'S EDUCATIONAL EQUITY*

As part of its efforts to provide information to teachers, administrators, students and parents as well as to the general public, WEEAP plans to conduct public information campaigns which will include the development of TV and radio spots to stations around the country. There also will be the development of half-hour radio and television programs.

WEEAP's primary objective is to utilize national radio and television to educate and inform women and men throughout the United States about the issues and problems as well as available opportunities in women's educational equity.

*These contracts were not issued at the time this report went to press.

TECHNICAL ASSISTANCE IN TITLE IX IMPLEMENTATION FOR SEA'S AND LEA'S*

This 15-month contract will provide technical assistance to all State departments of education, including the District of Columbia and Territories to develop and implement training workshops for State personnel and for local education agency personnel in the implementation of Title IX, P.L. 92-318 at the elementary/secondary levels. A training package developed under a previous OE contract will be utilized by the successful contractor.

The contractor will be responsible for the following four major activities:

1. Training workshops for State departments of education personnel;

2. Training workshops for selected LEA participants;

3. Development, utilization and revision of technical assistance materials;

4. Validation of training package and evaluation of effectiveness of workshops.

*This contract was not issued at the time this report went to press.

TECHNICAL ASSISTANCE IN DEVELOPING PROJECTS DESIGNED TO IMPROVE EDUCATIONAL EQUITY FOR GIRLS AND WOMEN*

The objectives of this one-year contract are:

* To develop a single issue newsletter for distribution to individuals and groups in need of technical assistance;

* To conduct a minimum of 20 tuition free workshops for at least 2,000 participants in various areas of the country;

* To develop other cost-effective and low cost avenues to provide assistance to individuals and groups.

Workshops will be conducted in those areas of the country where women have expressed a direct interest in the Women's Educational Equity Act Program. The workshops will be conducted in cities and facilities which will be easily accessible to participants from large cities as well as nonmetropolitan locations. Workshops will not be conducted in cities where WEEAP project development training was provided in FY 1978 unless there are justifiable reasons other than need. Participants must have experience in women's educational equity; have not previously developed an application and received an award; such assistance is not available to them from other sources; and adequately represent minority, rural women, and handicapped. Participants will be required to purchase the workshop training materials directly from the Government Printing Office.

*This contract was not issued at the time this report went to press.

WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK (WEECN)*

Since the inception of the Women's Educational Equity Communications Network in October 1977 at the network center in San Francisco, approximately 2,500 inquiries have come from women and men from all 50 states. Its primary focus is to be of service by providing information to those concerned with educational equity for women.

User requests by telephone, letters, field visits and visits to the WEECN center have been received from teachers/faculty, school administrators, guidance counselors, state and Federal government personnel, information specialists, women's organizations, professional and academic association personnel, publishers, the press, and the general public. These inquiries have spanned over 90 subject classifications ranging from "Academic Ability/Academic Achievement" through "Working Women".

The WEECN center has developed publications such as bulletins, bibliographies, and information analysis products, as well as public awareness materials. The WEECN center has been active in establishing cooperative activities with other organizations by writing guest columns in professional periodicals, by joint sponsorship of publications, and by joint mailing of announcements. It also has provided referrals to other information centers and organizations concerned with women's educational equity. See the Publications section of this report for WEECN publications.

In order to facilitate user's access to the current literature concerning women's educational equity, WEECN searched 12 databases, identified those bibliographic citations of 1977-1978 and announced them in its journal Resources in Women's Educational Equity, Volume II.

Another important function of WEECN is to help capture and consolidate literature concerning women's educational equity. Materials which have not been entered into an existing database are acquired, screened and submitted to Educational Resources Information Center (ERIC) for inclusion. WEECN is also concerned with consolidating the literature because there are documents pertinent to women's educational equity in almost every computerized database. Design of a long-term WEECN system is underway whose purpose is to gather all WEECN-relevant bibliographic data from existing databases into a machine-readable format that is readily accessible for searching.

*This contract was not issued at the time this report went to press.

DEVELOPMENT AND OPERATION OF A PROGRAM/PRODUCT DISTRIBUTION CENTER

Education Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02160

Continuation: Fiscal Year 1977
Duration : Eighteen Months
Co-Directors : Ms. Cheryl Healer and Mr. Dennen Reilley
Phone : (617) 969-7100

The Women's Educational Equity Act Program supports the dissemination of model programs and materials developed through the grant program. WEEAP's grants are intended to help increase the options of women of all backgrounds at every level of education. As a result of the 1976 WEEA grants, programs and products including films, audiovisual materials, teaching manuals, training and curriculum materials, and research and program models are available for purchase at cost from Education Development Center (EDC) in Newton, Massachusetts. EDC is responsible for the collection, review, production and dissemination of the completed products and reports, and provides assistance to other groups wishing to adopt these for their own use.

Collaborating with EDC is the Center for Research on Women in Higher Education and the Professions, a nonprofit policy oriented research institution of Wellesley College. The Wellesley Center convenes panels of educators, community representatives, and researchers to review the materials prior to production for dissemination.

The following section indicates materials which are currently available at cost from EDC.

Products

Women's Educational Equity Act Program
U.S. Department of Health, Education, and Welfar
Office of Education

PRODUCTS

Developed Under Project Funding

The Women's Educational Equity Act Program (WEEAP) has funded projects throughout the country to develop materials that support and encourage educational equity for women at all levels of instruction.

The following materials are currently available for national dissemination through Education Development Center (EDC) in Newton, Massachusetts. EDC encourages interested users to call toll-free (800-225-3088) to discuss with staff members the projects or products that will be most useful for their school or organization.

The artwork appearing on the opposite page and on page 87 was developed as part of the University YWCA, Honolulu, Hawaii project Thinking and Doing: Overcoming Sex Role Stereotyping.

Project are described below and directors of their development are identified. Varying components are indicated as follows: P print, A audiotape, V videotape, MM mixed media. All products may be purchased at cost. Again, EDC encourages buyers to call toll-free to discuss projects and products that will be most beneficial.

* * *

Promoting Educational Equity through School Libraries provides an in-service and pre-service training program for school librarians and educators. Activities, selected readings, and discussion guides help participants identify sex-biased materials and use library resources to encourage educational equity. For use by: school librarians, pre-service and in-service media specialists, elementary and secondary teachers, administrators and parents.
7 P / Ms. Karen Tyler, Arizona State University, Tempe, Arizona

* * *

Count Me In documents a highly successful skill development and career awareness program designed to encourage women to enter scientific and technical fields. For use by: entering and returning college women, high school students, mathematics and science faculty and staff, guidance personnel, administrators, and parents.
1 V; 2 P / Dr. Lenore Carol Blum, Mills College, Oakland, California

* * *

Sources of Strength: Women in Culture is a teacher's guide for implementing a high school program examining the political, economic, and personal power of women in different cultures. By examining the role of women in the cultures of China and Nigeria students can explore the effect of sex role socialization on their lives and futures.
For use by: secondary teachers and students.
2 P; 2 A / Ms. Lisa K. Hunter, Far West Laboratory, San Francisco, California

* * *

Guide to Implementing a Girls' and Women's Sports Commission gives a detailed account of the steps necessary to establish a sports commission. This manual includes information on developing budgets, securing sponsorship, using the media, staffing, and developing programs that expand females' opportunities in sports. For use by: recreational directors, competitive athletes, athletic administrators, amateur athletic unions, coaches, physical educators, women's groups, community centers, youth groups, and state agencies. 1 P /Ms. Diane Wendt, Colorado Commission on Women, Denver, Colorado

* * *

Continuing Education for Women's Programs presents guidelines to college and university administrators and guidance personnel on implementing and maintaining continuing education programs. The project concentrates on developing continuing education centers that provide a full range of services including: counseling, program development, and community and education services. For use by: continuing education program personnel and administrators, postsecondary faculty, and women's program personnel.
1 P / Ms. Marjorie Parks, George Washington University, Washington, District of Columbia

* * *

Sex Stereotyping in Education focuses on the achievements, contributions, and abilities of women in several fields. Seven instructional modules explore women's roles in science, mathematics, language arts, physical education, American history, educational history, and human growth and development. For use by: elementary and secondary teachers, secondary students, pre-service and in-service for teachers, postsecondary teachers and students.
7 P; 7 A / Dr. Patricia Campbell, Georgia State University, Atlanta, Georgia

* * *

Thinking and Doing: Overcoming Sex Role Stereotyping is a guide for teacher trainers desiring to raise awareness levels of school administrators, teachers, and counselors. Selected readings, problem situations, discussion topics, and suggestions for classroom activities are provided. For use by: pre-service and in-service for teachers, administrators, Title IX coordinators, elementary and secondary school students.
1 P / Ms. Dorothy Stein, University YWCA, Honolulu, Hawaii

* * *

Second Wind. This manual provides a model for educators developing programs for women over 25 who are returning to postsecondary educational institutions. For use by: postsecondary administrators and faculty, counselor personnel, community based women's groups.
1 P / Ms. Karen Weiss, University of Maryland, College Park, Maryland

* * *

Developing Women's Programs includes two manuals on program and budget development for women's centers. The step-by-step guidelines and suggestions were developed out of the experience of training personnel of university-based women's centers in New England. For use by: women's center staff, people planning programs for women, and university administrators.
1 P / Ms. Kathryn Girard, University of Massachusetts, Amherst, Massachusetts

* * *

Project ASPIRE (Awareness of Sexual Prejudices is the Responsibility of Educators) presents workshops to increase participants' awareness of sex role stereotyping in the schools and to help develop strategies for eliminating sex bias. Participants include elementary and secondary school administrators, counselors, teachers, and parents. For use by: pre-service and in-service for teachers, vocational education personnel, libraries, elementary and secondary administrators, parents, and counselors.
4 P / Ms. Esther Heusner, Livonia Public School District, Livonia, Michigan

* * *

How Women Find Jobs: A Workshop Guide for Teachers. This guide assists trainers who wish to help women interested in entering or re-entering the workforce. Information is provided on organizing and conducting an employment awareness class, familiarizing women with their local job market, assessing skills and competencies, and dealing with the combined pressures of work and family. These guidelines have also been summarized and translated for use with Spanish-speaking women. For use by: trainers working with women entering or re-entering the employment market; counselors.
1 P / Dr. Vera Norwood, New Mexico Commission on the Status of Women, Albuquerque, New Mexico

* * *

Removing the Mask. Stereotypic behaviors and myths are examined in relation to traditional male and female roles. The limiting effect of stereotypic attitudes on language, school textbooks, classroom practices, athletic activities, and career guidance programs is explored. A workbook provides activities, suggested readings, and discussion topics to supplement eight videotapes. For use by: secondary school students and teachers, Title IX coordinators, pre-service and in-service for teachers, parents, and administrators.
1 P; 8 V / Ms. Anne Grant, New York City Board of Education and WYNE-TV

* * *

Focus on the Future. By responding to a series of illustrations, students identify their traditional biases and stereotypic attitudes. They explore the influence of these beliefs on career choices and family relationships. Counselors and teachers are provided with discussion questions and sample lesson plans. For use by: guidance counselors - grades 6-12, teachers of family life, psychology, social studies, home economics, pre-service in-service for teachers, and students.
3 P / Dr. Lewis E. Patterson, Cleveland State University, Cleveland, Ohio

* * *

Bilingual Training Module. Eight illustrated training modules acquaint elementary school teachers in Puerto Rico and in bilingual programs throughout the United States with sex role stereotyping. Teachers learn to recognize the negative effects of sex bias in children's lives and to provide them with some tools for combating these effects. For use by: elementary school

teachers teaching in Spanish, either in Puerto Rico or in U.S. bilingual programs. Particularly appropriate for those using the Basic Reading Series, Por el mundo del cuento y de la aventura.
8 P written in Spanish; 1 A / Dr. Isabel Pico De Hernández, Commission for the Improvement of Women's Rights, Santurce, Puerto Rico

* * *

Together We Can is a program to train persons who influence students' opinions and career options. The materials encourage participants to recognize the effects of sex stereotyping and to work at creating learning environments that are free of sex barriers. For use by: pre-service and in-service training for teachers and administrators preschool through secondary, parents, community members, and counselors.
3 MM/ Mr. Donroy Hafner, Region XIII Education Service Center, Austin, Texas

* * *

Competence Is For Everyone explores sex and racial stereotyping in relation to personal experiences, social institutions, and historical perspectives. Intermediate and upper level units present similar information at different levels of difficulty. For use by: intermediate, secondary and junior college teachers and students. 8 P intermediate and upper level student books; 8 P teacher guides; 1 P selected readings; 2 V / Dr. Martha Kent, University of Vermont, Burlington, Vermont

* * *

Sex Discrimination in Schools: Evaluating Employment Practices
This manual is a guide for identifying sex discrimination against female teachers and administrators in the employment practices of local school districts. The manual provides methods for evaluation, documentation, and suggested remedies for correcting discriminatory practices. For use by: education associations, community groups, women's commissions, parents, unaffiliated school personnel.
1 P / Dr. Roslyn D. Kane, Institute for Women's Concerns, Arlington, Virginia

* * *

Collected Papers: Women's Educational Issues in Community Colleges. These articles offer specific strategies for recruiting and retaining women for postsecondary vocational training programs. Articles examine issues regarding equal pay for men and women, program evaluation, and the needs of returning female students. For use by: community colleges, women's programs, continuing education administrators and staff, guidance personnel, vocational-technical school staff, Title IX coordinators.
1 P / Ms. Pamela Jacklin, Washington State University, Pullman, Washington

* * *

Off-Campus Experiential Learning for Women: A description of a model program for women that integrates academic study with learning experiences in work setting. This manual serves as a model for other institutions interested in implementing experiential education programs. For use by: postsecondary administrators and staff, women's program personnel, Title IX coordinators, continuing education staff.
1 P / Ms. Sandra L. Moore, Alverno College, Milwaukee, Wisconsin

* * *

Freedom for Individual Development, an in-service training program, aims to increase awareness of sex role stereotyping in the school environment with the goal of eliminating it. A training manual and four modules are provided for educators and community members, vocational teachers and administrators, librarians and teachers, and counseling and guidance personnel. For use by: counseling and library personnel, parents, advisory committee members, Title IX coordinators, vocational educators, high school students, administrators, faculty and staff (elementary, secondary, and postsecondary levels).
5 P / Dr. Barbara Powers, Wisconsin Department of Public Instruction, Madison, Wisconsin

* * *

DISSEMINATED BY ANOTHER ORGANIZATION

The Sooner The Better and The Time Has Come are films designed to help parents and teachers of preschool children. The films are intended to illustrate the limitations created by sex role stereotyping, the way in which sex stereotyping is perpetuated in family life, and the advantages on nonsexist education. For use by: preschool educators, parents, and early childhood faculty.
2 A; 2 P / Ms. Barbara Sprung, Women's Action Alliance, New York, New York

Publications

PUBLICATIONS

Developed Under WEEAP Contracts

The following publications are available for sale from:

Superintendent of Documents
U.S. Government Printing Office
North Capitol bet. G & H Streets, N.W.
Washington, D.C. 20402
Telephone (202) 783-3238

TITLE IX MATERIALS:	Stock #	Price
Title IX: Selected Resources	017-080-01668-1	$ .35
Complying with Title IX: The First Twelve Months	017-080-01669-9	.85
Why Title IX?	017-080-01670-2	.35
Identifying Discrimination--A Review of Federal Antidiscrimination Laws and Selected Case Examples	017-080-01671-1	.45
Complying with Title IX: Implementing Institutional Self-Evaluation	017-080-01672-9	2.10
Title IX of the Education Amendments of 1972--A Summary of the Implementing Regulation	017-080-01673-7	.45
Equal Educational Opportunity Poster	017-080-01674-5	.35
Equal Employment Opportunity Poster	017-080-01675-3	.35
Competitive Athletics: In Search of Equal Opportunity	017-080-01713-0	2.75

TITLE IX MATERIALS CONTINUED:	Stock #	Price
Selecting Professionals in Higher Education: A Title IX Perspective	017-080-01708-3	$ 1.30
A Student Guide to Title IX	017-080-01710-5	2.00
Title IX Grievance Procedures: An Introductory Manual	017-080-01711-3	2.50
Title IX and Physical Education: A Compliance Overview	017-080-01712-1	1.40
Implementing Title IX: A Sample Workshop	017-080-01709-1	3.75
GENERAL INTEREST:		
Freedom of Reach for Young Children: Non-sexist Early Childhood Education	017-080-01778-4	2.10
Being a Man: A Unit of Instructional Activities on Male Role Stereotyping	017-080-01777-6	2.10

* * * *

WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK (WEECN):

The following publications are available for sale from:

WEECN
Far West Laboratory for Educational
Research & Development
1855 Folsom Street
San Francisco, California 94103

BIBLIOGRAPHIES:

Women's Educational Equity: Annotated Selected References and Resources, 1977	2.00
Continuing Education: Reentry and the Mature Woman. Annotated Selected References and Resources, 1978	2.00
Nonsexist Career Counseling for Women: Annotated Selected References and Resources, Part I, 1978	2.00

WEECN Continued	Price
Nonsexist Career Counseling for Women: Annotated Selected References and Resources, Part II, 1978	$ 2.00
Hispanic Women and Education: Annotated Selected References & Resources, 1978	2.00
Rural Women and Education: Selected Reference & Resources, 1978	2.00
INFORMATION ANALYSIS PRODUCTS:	
Children, Media and Women's Educational Equity, 1978	$ 2.50
A Guide to Apprenticeship and Other Blue Collar Job Opportunities for Women, 1978	2.50
Sex Bias in Achievement, Interest, and Aptitude Testing, 1978	2.50
Sex Equality in Vocational Education; A Chance for Educators to Expand the Opportunities for Women, 1978	2.50
A Study of Disabled Women and Education: Highlights of Individual Stories, 1978	2.50
Women in Educational Administration, 1978	2.50

* * * *

The following WEECN publications are available from the Government Printing Office:

	Stock #	Price
Finding Funds for Programs Relating To Women's Educational Equity, 1978	017-080-01835-7	2.50
Non-Print Resources in Women's Educational Equity, 1978	017-080-01836-5	4.25

WEECN Continued	Stock #	Price
Resources in Women's Educational Equity 1977, Vol. I	017-080-01820-9	$5.00
Resources in Women's Educational Equity 1978, Vol.II	No stock or cost estimate available at this time.	
Organizations Promoting Women's Educational Equity: An Initial Directory	Available in the near future.	

* * * *

The following publications are available from the WEEAP:

A Student Guide to Title IX, Spanish Translation
Women's Educational Equity Act, Annual Reports, 1977, 1978

* * * *

The following will be published in the near future:

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY:
A Workshop Package for Elementary-Secondary Educators

The Context of Title IX

The Title IX Regulation and Grievance Process

Implementing Title IX and Attaining Sex Equity: Planning for Change

The Administrator's Role

The Teacher's Role

The Counselor's Role

The Physical Activity Specialist's Role

The Vocational Educator's Role

The Community's Role

Participant's Notebook

Implementing Title IX in Physical Education and Athletics
(Application Book for Elementary-Secondary Physical
Activity Personnel)

Attaining Sex Equity in Counseling Programs and Practices
(Application Book for Counselors)

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY:
A Workshop Package for Postsecondary Educators

The Context of Title IX

The Title IX Regulation and Grievance Process

Implementing Title IX and Attaining Sex Equity:
Planning for Change

The Administrator's Role

The Counselor's Role

The Teacher Educator's Role

Participant's Notebook

Implications of Title IX for Postsecondary Physical Education and
Athletic Personnel (Application Booklet for Postsecondary Physical
Activity Personnel)

Implementing Sex Equity in Teacher Education
(Application Booklet for Postsecondary Teacher Education Personnel)

Further information regarding the above will be available
from the WEEAP office.

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